

# *Research on the Integration Practice of Moral Education and Life Education in Primary School*

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**Abstract:** At present, the moral education of students still has many shortcomings, such as the lack of humanistic care, empty slogans, and the moral education of students lack of attention to life education, unable to achieve the deep integration of moral education and life education. Although teachers have realized the important role of life education in the process of moral education of students, there are problems of formalization in the process of concrete implementation. The activity mode of life education is relatively simple and lacks certain pertinence and symbol. In view of the above problems, teachers must pay attention to the full integration of moral education and life education of students, build a complete life education system, integrate life education into the teaching of various subjects, achieve the ideal effect of life education and moral education, and promote the all-round development of primary school students.

## 1. Introduction

American educator John Dewey once said that "education is life and education is growth". Therefore, in primary school education, teachers should not only impart discipline skills and theoretical knowledge to primary school students, but also pay attention to strengthening the moral cultivation education of primary school students, so that they can feel, recognize, experience life and study more comprehensively <sup>[1]</sup>. At the same time, the essential meaning of education is to serve the life development of students, everyone should respect life, teachers should give each student the leading right of life development activities, create lively, vivid, rich education environment and learning conditions for them, so that students can love life, appreciate life and respect the life of others. In this way, the initiative, health, harmony and all-round development of primary school students can be promoted <sup>[2]</sup>. Many scholars at home and abroad have conducted researches on moral education and life education in primary schools. Qi <sup>[3]</sup> believes that through the combination of moral education and life education, the content and mode of education can be enriched and students' thoughts and behaviors can be correctly guided. Wu <sup>[4]</sup> explores the mode of primary school moral education based on the law of physical and mental development of primary school students and the current common social phenomenon, effectively infiltrated the concept of life education, and guided teachers to carry out practical activities with the theme of respecting life and understanding the meaning of life. Zhang <sup>[5]</sup> discusses how to implement moral education from the perspective of life education based on the characteristics of moral education activities in primary

schools.

Therefore, life education belongs to the core content of moral education, teachers should strengthen the deep integration of primary school moral education and life education, in the implementation of ideological education, emotional education, safety education imperceptibly infiltrate life education, which is not only the main requirement of moral education reform, but also an important method and way to promote the physical and mental health of pupils, lively growth. To carry out students' life education in the process of moral education activities, teachers should make teaching return to the truth of life, follow the characteristics of pupils' physical and mental development, enrich the content of life education, and enhance pupils' life education consciousness.

## **2. The significance of the integration of moral education and life education in primary school**

### **2.1. Guide students to respect life**

In the previous work of primary school moral education, teachers paid more attention to how to guide primary school students to study seriously and abide by rules, but lack of attention to life education. Only by deeply integrating primary school moral education and life education can we guide primary school students to respect life and promote their healthy and comprehensive growth and development. Reverence for life is the highest content of life education, and also the highest goal of students' life education. Therefore, only by allowing students to live in a state of reverence for life, can they further enhance their cognition and experience of life, respect and love life, master more survival skills, improve the quality of life, reflect their own unique value in social life, and perceive the value of life and the true meaning of life. Organic integration of moral education and life education in primary school can enrich the content of moral education, guide students to cherish and Revere life, and become a student with strong self-restraint.

### **2.2. Release the nature of primary school students**

The organic integration of primary school moral education and life education can release the nature of primary school students. Only when the content of moral education is full of humanistic care, can students more actively and independently participate in the moral education activities of teachers and further perceive the true meaning of life and the greatness of life. At present, people's life is under great pressure, and most parents have great expectations for their children. As a result, students always live in the "shadow" of their parents and become a "protected group" and a "vulnerable group". However, only by fully releasing the nature of primary school students can they Revere and respect life. Therefore, schools should put the focus of campus education on teaching materials and teacher education, and face the personalized needs of pupils. In view of the above problems, only by integrating life education into the process of moral education can primary school students' nature be released, students' rights concept be followed, primary school students' learning potential be shown, students keep their innocence, have a comprehensive understanding of life, no longer impose the will of adults on primary school students, and truly respect every student.

### **2.3. Make education closer to real life**

Organic integration of moral education and life education in primary schools can make education closer to real life, transform the previous closed education into life education, let students feel the true meaning of life in the process of real life, guide students with civilized and elegant book culture, let them experience life, return to real life and nature, and fully stimulate the life potential and life instinct of primary school students. At the same time, the organic integration of moral education

and life education in primary schools can make educational activities full of humanistic care, attach importance to the people-oriented, promote students' spiritual compatibility and spiritual communication, stimulate students' life potential in the process of in-depth dialogue, make the moral education process more humane, full of warmth and positive energy, and truly show the human charm of life education. Fully implementing the concept of quality-oriented education. In addition, only by fully integrating moral education and life education, can students independently integrate into the learning and practice activities of life education, fully stimulate students' consciousness of cherishing life, encourage them to gain more survival skills and life experience in the learning process, and promote the comprehensive development and growth of students.

### **3. The present situation of the integration of moral education and life education in primary school**

#### **3.1. Teachers' cognition of life education is not clear enough**

For the moral education of primary school students, most teachers pay more attention to how to improve the effect of cultivating students' comprehensive quality, but ignore the necessity and significance of carrying out life education for students. At present, some teachers do not have a clear understanding of life education. First of all, the survey shows that some teachers are still used to implementing life education through oral explanation and knowledge imparts, and do not really integrate life education into moral education activities of students. They have weak awareness of penetrating life education into community activities, social practice, thematic education and subject education. Secondly, although individual teachers are aware of the significance of integrating moral education and life education, there exists a situation of "willing but insufficient" in the concrete implementation process, mainly because individual teachers are under great pressure in daily teaching and lack of space and time to carry out life education activities. Finally, the lack of a complete plan to implement life education in the process of moral education leads to the failure to smoothly implement and carry out students' life education activities.

#### **3.2. Lack of curriculum resources to implement life education**

In the process of moral education in primary school, although some teachers can fully understand the significance of the integration of moral education and life education, they lack effective strategies to use life education related courses and educational resources in the concrete implementation process. On the one hand, curriculum resources are an important support and basis for life education. Individual teachers still carry out life education activities based on in-class knowledge and lack the consciousness of expanding and extending life education resources, which leads to the lack of effectiveness, breadth and depth of life education curriculum resources. On the other hand, life education involves a wide range of content, such as life philosophy, ethics, etc. Teachers need to constantly expand their own vision of life education knowledge, in order to convey the idea of life to students. However, in the actual life education activities, individual teachers do not know life philosophy, ethics and other knowledge, resulting in life education curriculum resources are boring and boring, and students lack the autonomy to participate in educational activities.

#### **3.3. Life education network and system need to be improved**

If students want to achieve the ideal effect of life education, the community, family and school need to make concerted efforts to form the resultant force of life education, so as to truly influence

the life consciousness and values of students. However, in the actual life education activities, only the school carries out life education unilaterally, taking life education as the core of moral education. However, the community and family lack the awareness of carrying out life education, and think that the implementation of life education is a waste of educational resources, which leads to the failure of students' life education activities to achieve good results. In addition, currently, individual teachers are not clear in the goal of primary school life education, unable to promote students to form the consciousness of "understanding life and cherishing life", students do not have the skills of self-protection, the implementation of life education is more formalized and dosified, life education to a certain extent has completely lost the value and function of moral education.

#### **4. The strategy of the integration of moral education and life education in primary school**

##### **4.1. Reflect the requirement of life education in moral education curriculum**

Life education involves many contents, including life and care, value of life, life and growth, life and safety, life and health, etc. Life education is closely related to the growth and development of primary school students. Teachers must reflect the requirements of life education when setting moral education curriculum. Centering on the different physical and mental growth characteristics, interests and hobbies of primary school students, we can deeply integrate moral education and life education, strengthen the consciousness of life education, integrate scientific educational skills and educational methods based on three dimensions, and master the requirements of life education.

At the same time, in moral education curriculum activities, teachers must focus on the content, methods and strategies of life education, pay attention to the improvement of students' life ability and cognition of life, so that students can correctly understand the correlation among individuals, society, collective and nature, and master more survival skills. Teachers should also attach importance to guiding students' feelings, attitudes and values, so that students can cherish and respect their own lives and care for and respect the lives of others. In addition, teachers should integrate the content of life education in moral education curriculum to reflect the pertinence and purpose. At the same time, teachers should focus on the analysis of the content of life education, infiltrate students' consciousness of life education or set up relevant thematic education activities in the process of multi-subject education, and promote the unification of the form and content of life education and moral education, so as to further stimulate students' attitude and emotion of loving life.

##### **4.2. Optimize the life education method in the process of moral education**

Primary school students have different feelings and experiences of life, so in the process of moral education, teachers should pay attention to optimize the methods of life education, change the educational form of traditional indoctrination theory, be good at digging recessive and explicit materials of life education, and carry out themed life education activities in stages and layers, so that students can have a brand new cognition of life. In the process of moral education, teachers should pay attention to the implementation of positive life education guidance for students, show their own leading role, comprehensively explore the growth law of primary school students, create an inquisitorial life education atmosphere, guide primary school students to experience and perceive, and improve, summarize, revise and supplement students' cognition of life, so that they can get a more profound perception of life.

At the same time, teachers should attach importance to practical experience, use practical activities to create life education situation, deepen students' perception of life, expand life education channels, let students apply life theory knowledge to practical activities, achieve the education

effect of unity of knowledge and practice. Teachers should encourage primary school students to participate in the creation of life education content, so that the questions and opinions put forward by primary school students can become life education resources, guide students to put their cognition of life into practical action, promote the all-round development of primary school students, from which they can obtain more profound life perception.

#### **4.3. Integrate life education into extracurricular moral education activities**

Teachers should not limit the place of primary school students' moral education to the classroom, but should expand the space and content of moral education, pay attention to the full integration of activities in class and extracurricular activities, so as to achieve the ideal effect of moral education. Teachers should integrate life education into extracurricular moral education activities, respect primary school students' subjective consciousness, and let students voluntarily participate in extracurricular life education activities. Only in this way can they release the nature of primary school students, further stimulate their learning motivation, create a harmonious, tolerant and democratic atmosphere for life education, and ensure that every student has the opportunity to show and try, and perceive the essential meaning of life from it. Strengthen life experience and emotional experience. Teachers and students should jointly set the goals and contents of extracurricular life education activities, stimulate the potential of primary school students, and ensure that extracurricular life education activities can be carried out smoothly.

At the same time, teachers should set up some life education theme activities in extracurricular moral education activities, centering on practical life problems and taking the physical and mental needs and characteristics of primary school students as the starting point, so that they can obtain unique life experience. Teachers can lead primary school students to visit the science and technology culture center, Youth Palace, museum and so on in their spare time, guide students to understand the revolutionary culture and the dedication spirit of martyrs, stimulate their patriotism and dedication, guide students to realize that the essence of life is not enjoyment, but dedication, so as to further improve the ideological realm of primary school students and promote their personalized growth.

#### **4.4. Create a harmonious and harmonious campus environment**

In order to realize the deep integration of moral education and life education in primary education, schools and teachers should create a harmonious and harmonious campus environment for primary school students, promote the healthy growth of physical and mental health of primary school students, help them perceive the beauty, value and significance of life, establish positive emotional values and outlook on life, and fully implement the concept of quality education. Teachers not only decorate the harmonious classroom environment for students, but also carefully decorate each campus activity place, so as to show the educational atmosphere with humanistic care, so that students can further perceive the appeal of life, so as to guide them to feel the beauty of life, perceive the artistic atmosphere of life education, have their own interests and hobbies, promote the happy and healthy growth of primary school students.

In addition, the school should create a good interpersonal environment for primary school students, which is more conducive to their healthy growth. Teachers should have a strong sense of life and actively convey the sense of life in the process of communication between teachers and students, guide students to respect each other, stimulate their sense of trust and compassion, let them perceive the value of life, properly handle the relationship between people and society, enhance their sense of responsibility, have the courage to shoulder the responsibility of life, and truly revitalize the vitality of life of students. Let them receive encouragement and edification by

osmosis, enhance the cohesion and centripetal force of primary school students, promote students to have a strong sense of achievement and self-confidence, and strive to promote their own mental growth.

## 5. Conclusions

To sum up, in the process of primary school education, teachers should guide pupils to fully integrate moral education and life education, so as to make every pupil fully perceive the greatness of life and the beauty of life. In the process of organically integrating moral education and life education in primary school, teachers should use scientific skills and methods to formulate relevant activity plans and contents closely around the growth rules and physical and mental development characteristics of primary school students, guide them to actively participate in life education activities, achieve good results in life education, and fully penetrate the people-oriented education concept in the process of life and learning, so as to improve the comprehensive quality of students.

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