

# The Significance and Approaches of Incorporating Life-Oriented Moral Education into Middle School Class Management

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**Abstract:** As an educational concept, life-oriented moral education has gained increasing prominence during the middle school phase. This paper endeavors to explore the significance and measures of integrating life-oriented moral education within middle school class management. To begin with, it presents the concept, characteristics of life-oriented moral education and its benefits to the all-round development of students. Subsequently, it deliberates on the methods and strategies for integrating life-oriented moral education into middle school class management, encompassing the transformation of teachers' roles, curriculum design, students' autonomous management and home-school collaboration. Finally, it summarizes and accentuates the significance and value of integrating life-oriented moral education into middle school class management, with the aim of providing feasible suggestions for the practice of life-oriented moral education and facilitating the comprehensive development of middle school students and the continuous enhancement of class management.

**Keywords:** moral education, class management, middle school

## Introduction

Life-oriented moral education is an educational concept that emphasizes integrating the cultivation of morality into daily life and learning, and guiding the development of moral qualities and values of middle school students through life experiences and circumstances. At the middle school stage, this educational concept is especially significant. Middle school students are at a critical juncture of personality formation and moral cognition development, and their values and moral concepts are being shaped. By integrating life-oriented moral education into the classroom and class management, middle school students can perceive the importance of morality in practice, thereby enhancing their moral awareness and self-discipline ability<sup>[1]</sup>. Middle school class management is not merely about maintaining order and rules but also about providing a favorable growth environment for middle school students. Through life-oriented moral education, teachers can guide middle school students in their daily lives, enabling them to understand moral norms in the mundane affairs of life and establish correct outlooks on life and values. This educational approach can cultivate middle school students' self-restraint and sense of responsibility, assist them in forming good behavioral habits in daily interactions, and thereby promote the harmonious development of the class. Simultaneously, life-oriented moral education can also fortify communication and cooperation between schools and families, form a positive interaction, and jointly focus on the moral cultivation and all-round development of middle school students. Therefore, integrating life-oriented moral education into middle school class management holds great significance for the all-round growth of middle school students and the

smooth operation of the class<sup>[2]</sup>.

## **1. The significance of life-oriented moral education in middle school class management**

### **1.1 The concept and characteristics of life-oriented moral education**

In middle school class management, life-oriented moral education assumes a pivotal role. Life-oriented moral education is not merely a form of moral education but also an educational concept encompassing all aspects of life. It focuses on integrating moral education into daily life, learning and social interaction, and guiding the cultivation of moral qualities and behavioral norms of students in a contextual and experiential manner. Its concept lies in transforming the daily life situations encountered by students into opportunities for moral education. Distinct from traditional classroom teaching, life-oriented moral education guides middle school students through diverse life scenarios, campus activities and social interactions, allowing them to naturally receive moral education in their daily lives. This approach can stimulate students' interest and participation, making moral concepts more proximate to real life and more easily comprehensible and acceptable<sup>[3]</sup>.

One of the characteristics of life-oriented moral education is to emphasize the cultivation of experience and emotion. By enabling students to participate in various practical activities, they can personally experience the value and significance of moral behaviors, thereby fostering their emotional cognition and emotional investment. Additionally, life-oriented moral education also pays heed to individualized education and designs educational programs in accordance with factors such as students' age, interests and social environment to promote the all-round development of each student.

### **1.2 The importance of life-oriented moral education in the middle school stage**

The middle school stage constitutes the most crucial period in the lives of middle school students. Middle school students are establishing their own personality, values and moral concepts. Cultivating good moral qualities and values is vital for shaping the future development and behavioral patterns of middle school students. Firstly, the middle school period represents an important phase for the formation of moral cognition and behavioral habits of middle school students. During this period, students' cognition of moral norms and behavioral guidelines is gradually established, and their understanding of right and wrong, fairness and responsibility is also gradually deepened. Life-oriented moral education offers middle school students a more intuitive and life-oriented learning method, which facilitates middle school students' deeper understanding and acceptance of moral education. Secondly, during the middle school stage, middle school students' self-awareness and self-cognition commence to intensify, and they begin to shape their own behavioral patterns and social interaction methods. Through life-oriented moral education, teachers and parents can guide middle school students to establish correct values in their daily lives and cultivate students' self-restraint ability and sense of responsibility. This exerts a profound influence on students' behavior and interpersonal interaction in society in the future. Finally, the middle school period constitutes an important stage for the development of various abilities of middle school students. Life-oriented moral education not only contributes to cultivating the moral qualities of middle school students but also promotes the development of their comprehensive abilities. Through participation in various practical activities and situation simulations, middle school students can cultivate skills such as problem-solving ability, teamwork spirit and judgment ability<sup>[4]</sup>.

### **1.3 The benefits of life-oriented moral education for the comprehensive development of middle school students**

Life-oriented moral education emphasizes the cultivation of morality, ethics and values. Through practical activities and life experiences, middle school students can achieve all-round development in terms of emotion, morality, cognition and behavior, which helps to shape the positive morality of middle school students and cultivate correct outlooks on life, values and behavioral norms. In terms of social and emotional development, life-oriented moral education focuses on fostering the social and emotional capabilities of middle school students, enabling them to possess the ability to get along

and cooperate well with others, and cultivate the emotional literacy of empathy and caring for others. The cultivation of this ability assists students in establishing positive interpersonal relationships and better integrating into society. In terms of the enhancement of comprehensive quality, life-oriented moral education promotes the improvement of students' comprehensive quality through rich practical activities, encompassing social skills, problem-solving skills, innovative thinking and teamwork, which helps students better adapt to the future diversified social environment. In terms of the cultivation of life skills and practical abilities, life-oriented moral education nurtures the life skills and practical abilities of middle school students through practical activities. The cultivation of comprehensive abilities provides a solid foundation for the future life and career development of middle school students<sup>[5]</sup>.

## **2. Strategies for integrating life-oriented moral education into middle school class management**

### **2.1 Transformation of teachers' roles and demonstration**

Teachers are not only disseminators of knowledge but also exemplary models of morality and behavioral norms for middle school students. Firstly, teachers should actively fulfill the moral norms and values they teach and become role models for middle school students through their words and deeds. Every action of teachers will unconsciously become a model for middle school students to imitate. This demonstration effect can profoundly influence the behavioral habits and attitudes of middle school students. Therefore, teachers' behavioral norms of setting an example should always align with the professional requirements of the teacher role. Secondly, it pertains to emotional communication and care. By caring for and supporting the life and growth of middle school students, teachers can better establish emotional connections with middle school students and thereby guide them to receive moral education more effectively. The professional morality of teachers demands that teachers care for students. To care for students, it is necessary to deeply understand the students' learning, life and psychological states. Caring for students is not merely about paying attention to students' academic performance but also about paying attention to students' spiritual life, guiding students to discover their true interests and hobbies, thereby attaining stable emotional construction.

### **2.2 Individualized tutoring based on teaching students in accordance**

With Their Aptitude Through individualized tutoring methods, teachers can guide middle school students to establish correct moral concepts more pertinently. According to constructivist learning theory, an individual's cognitive framework originates from the reorganization of the knowledge obtained from the external world. This implies that middle school students possess diverse cognitive architectures, and correct moral concepts exist as content of a target paradigm based on the cognitive system framework constructed by different middle school students. Therefore, designing guiding methods based on the individualized characteristics of middle school students can frequently yield favorable results.

### **2.3 Curriculum design and activity arrangement**

By designing rich and diverse activities, moral education is integrated into the daily life and learning of students. This contextualized learning enables students to receive moral education more naturally, thereby deepening their understanding and recognition of moral concepts. Students' most fundamental cognition of morality often does not stem from concentrated teaching in ideological and moral education classes; rather, life constitutes the main position for students to establish moral norms. Subsequently, by consciously simulating relevant life scenes, considerable progress can be made in moral education. Secondly, activity arrangements can provide students with vivid experiences, allowing them to perceive the significance of moral behaviors through practice and interaction. It is conducive to cultivating students' comprehensive qualities, including social skills, teamwork, problem-solving skills, etc. These skills are of great significance for students' future development and social interaction. Through activity design, students are guided to think, discuss and share, and cultivate their autonomous learning ability.

### **2.4 Cultivating middle school students' autonomous management and cooperative spirit**

By giving middle school students certain autonomy rights and responsibilities, their sense of responsibility and self-restraint ability are cultivated. The cultivation of the autonomy of middle school students should be placed before their passive implementation. The latter is the respect for an order of a system, while the former enables middle school students to understand the situation they are in and quickly adjust themselves according to the actual situation. Secondly, encourage middle school students to participate in class decision-making, and let them put forward opinions and suggestions in class management and activity arrangement, which can stimulate their thinking ability and problem-solving ability. Guide students to conduct self-evaluation and reflection, and let them realize the impact of their behaviors on the class and society. Through reflection, students can better understand themselves, improve their shortcomings and better adapt to the social environment. In addition, let students participate in formulating class norms and behavioral guidelines to promote their understanding and cooperation on common goals. Students should not only be the implementers of behavioral norms, but also the formulators of behavioral norms. As formulators, they can understand the thinking angle of a regulation more profoundly and respect the regulation from the consciousness level and move closer to the regulation, and cultivate students' rights awareness. While abiding by the regulations, they should have the right to speak, supervise and reflect problems and request improvement. Finally, the cultivation of the cooperative spirit can be achieved by designing various cooperative activities, allowing middle school students to cooperate, communicate and collaborate with each other in the team, and optimizing the cooperative incentive system, so that middle school students can obtain different course experiences from the long-term competitive environment, and thus be able to consciously choose partners that meet their own needs in future study and work, thereby enhancing personal value in a cooperative group.

### **3. Conclusion**

Life-oriented moral education is not merely an educational concept but also a significant approach to facilitating the development of morality, values, and comprehensive quality among middle school students. At the middle school level, this form of education is particularly crucial and can cultivate positive moral character and behavioral norms among middle school students. Well-structured curricula and activities assist students in profoundly comprehending the significance of moral education and promoting the cultivation of students' emotional cognition and social responsibility. The role transformation of teachers and the collaboration between family and school constitute the essential guarantee for the successful implementation of life-oriented moral education, which can create a favorable educational environment and facilitate the all-round development of middle school students. The cultivation of self-management and cooperative spirit among middle school students is highly significant for their future social interaction and comprehensive ability development and should be the core objective of life-oriented moral education.

### **Conflicts of interest**

The author declares no conflicts of interest regarding the publication of this paper.

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