

## THE PRACTICE OF MORAL EDUCATION FOR FUTURE TEACHERS IN CHINESE EDUCATIONAL INSTITUTIONS

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**Abstract.** Based on the characteristics of normal college students, this study attaches great importance to the practice of moral education and promotes the healthy development of education.

**Keywords:** students, educational, practice, moral, development.

### *Optimize the moral education curriculum system*

Chinese educational institutions should attach great importance to the construction of moral education courses, rationally set up ideological and political theory courses and teachers' professional ethics courses, increase the proportion of class hours, and lay a theoretical foundation for the moral development of normal students [1]. Specific measures include (tab. 1.1).

Table 1.1 – Optimizing the implementation plan of the moral education curriculum system

Project	Specific measures
<b>Adjust the curriculum structure</b>	Increase the proportion of ideological and political theory courses and teachers' professional ethics courses, and ensure that normal students have enough time and space to learn ethics.
<b>Use diversified teaching methods</b>	Such as case teaching, discussion teaching, simulation teaching, etc., to promote student interaction and participation and improve the teaching effect of ideological and moral courses.
<b>Introduce external resources</b>	Such as inviting senior teachers, educational administrators, etc., to give special lectures to increase the practicality and pertinence of the course.

### *Strengthen professional ethics education and practice*

Moral education needs to take root in practice. It is necessary to expand the channels for normal students to participate in educational practice and social practice, and to enrich their opportunities to experience professional roles and practice professional ethics [2]. Encourage normal school students to participate extensively in educational practice, including teaching assistants and internships, to deepen their understanding of the characteristics of teachers' profession and the requirements of professional ethics.

### *Create an ethical learning environment*

Creating a positive moral learning environment can be coordinated from multiple dimensions such as physical environment, humanistic environment, psychological environment, and campus culture. The specific implementation system is shown in the following table:

1. Process Plan (fig. 1.1).

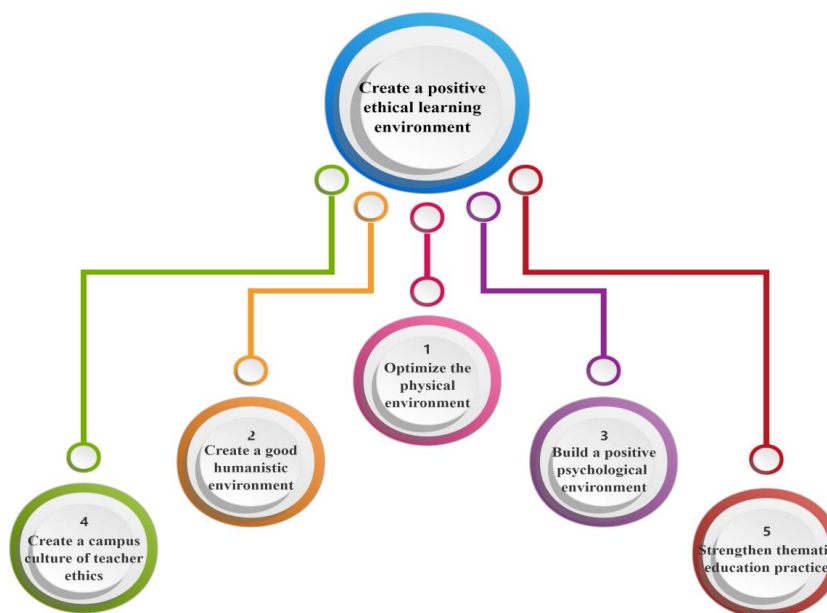


Figure 1.1 – Process Plan Implementation Diagram

2. Implementation system (tab. 1.2).

Table 1.2 – Implementation system

Dimensions	Target	Measure
<b>Physical environment</b>	Neat and beautiful, highlighting moral elements	1. The layout of classrooms and other learning places reflects the theme of moral education. 2. Use windows, blackboards and other media to create a teaching and educating atmosphere.
<b>Cultural environment</b>	Respect, care, democracy and equality	1. Teachers take the lead in setting an example and establish themselves with morality 2. Exchange activities between teachers and students bring them closer together and enhance understanding and trust
<b>Psychological environment</b>	Positive, and optimistic, mentally healthy	1. Carry out mental health education and rectify students' growth problems 2. Cultivate the psychological quality of optimism, self-confidence, and advocating virtue and kindness.
<b>Campus culture</b>	Carry forward noble teacher ethics and demonstrate teachers' demeanor	1. The campus environment embodies the concept of respecting teachers and valuing education 2[3]. The construction of teacher ethics and ethics becomes the school cultural brand 3. Select trees and publicize the typical deeds of outstanding teachers

### **Table of contents:**

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