

Principles and Contents of Vocational Morality Education among Vocational Students

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Abstract

As a complex task, vocational morality education in vocational schools should depend on certain principles and contents, without which no actual effect can be achieved in the process of vocational morality education.

Keywords: Vocational school, Vocational morality education, Principle, Content

As a bridge between college education and the society, higher vocational schools achieve the most direct and close connection between education and social development and play an increasing important role in offering high-tech talents and high-quality laborers for social and economic development. Most students graduating from vocational schools take up their posts directly. Such education is of particular importance for the whole life of a young man who is to step into the society. In order to guarantee students qualified for their jobs and accepted by the society, vocational schools are expected to offer them certain professional skills to fully prepare them for their employment on one hand; on the other hand, they also should give students a good start for their life-long education by equipping them with sufficient basic abilities among which vocational morality education is an important part. Vocational morality refers to the sum of moral principles and corresponding moral ideas, feelings and qualities people in certain fields have to follow in their vocational life. In modern enterprises, their staff's vocational morality level is closely related to their reputation, interests, competitiveness, corporate culture as well as their influences. Therefore, it has become a significant method to achieve enterprises' development to attach importance to the shaping of corporate culture and vocational morality education among their staff. It is of particular importance for vocational schools expected to cultivate reserves to greatly enhance and improve students' vocational morality education standing at the top of cultivating high-quality laborers and qualified citizens.

1. Principles of Vocational Morality Education among Vocational Students

1.1 *Combining Theory with Practice*

Such a combination helps to cultivate vocational students' enthusiasm for learning vocational morality and therefore to achieve general knowledge on vocational morality. Due to the close combination between their practical teaching and the reality in these schools, students get enabled to have professional practice in person in addition to the theories on vocational morality, to experience vocational life with their knowledge and experiences in vocational morality, to enhance their vocational morality initiatives and therefore to apply what they have learnt on the principles and rules of vocational morality at class to their practical life. Such a combination between theory and practice in vocational morality education will enhance students' understanding and grasp of vocational morality theories and convert that into a kind of vocational morality behavior, form favorable vocational moral habits and perform some excellent principles such as cherishing posts and devoting wholeheartedly to work, honesty, collaboration and solidarity and persistent hard work and so on.

1.2 *Combining Professional Education and Vocational Morality Education*

Vocational morality education should find its way into professional education in vocational schools. Taught in corresponding basic knowledge and requirements, vocational students will have a clear understanding of the basic principles of Socialist vocational morality, grasp the basic content of their specific vocational morality, hence having improved vocational moral quality. In addition, professional education can help students to have more profound knowledge about their own occupations, to learn about the social value and function of their majors and to have stronger sense of identity about their majors as well. In some vocational schools, due to some students' insufficient knowledge on their own majors' social value as well as their own status, rights and obligations in their professional life, students have hostile emotions for study, hence leading to poor efficiency

and a waste of educational resources. Accordingly, vocational schools are supposed to introduce specific majors as well as their role, function, history, prospect and characteristics to students in order to provide them with a general picture of their majors, and therefore to enhance their interest and their vocational sense. To sum up, vocational morality education should be included in class teaching in order to achieve its practical effect.

1.3 Combining on-campus Education with off-campus Education

Since practical classes account for a large proportion in vocational education, off-campus education should be taken advantage of to improve students' vocational morality quality. During the process, students' vocational morality emotions and will as well as their cognition on vocational morality should be cultivated. Students' performance in vocational morality should be listed in the practice evaluation system which is connected with employment. In addition, students should be organized to have visits to some remarkable models and excellent entrepreneurs, during which these models will exert their demonstrative role in students. Besides, voluntary activities can also be organized. Knowledge and practice can be combined through such off-campus education to exert favorable education on students and to enhance the effect of vocational morality education.

2. Contents of Vocational Morality Education among Vocational Schools

Due to the differences between vocational schools and other schools due to their different talent cultivation objectives, specific objectives and aptitudes should be depended on to expand the category of education to adapt it to the objective of vocational education and manifest strong adaptability to the society as well as strong temporal spirit.

2.1 Vocational Quality Education

Vocational morality education is intended to guide students to establish right views of life and vocation and to equip them with favorable moral quality. To be more specific, such education mainly aims at helping students to have a correct understanding of the importance of their majors for economic development as well as the hardship of their future jobs, hence having affection for their own jobs and combining their ideals with the development of their fields. Since most vocational students are reserves for enterprises' production, their school learning period is an important phase for the basic formation of their vocational emotions, moral ideas and standards to distinguish right from wrong. In order to ensure their favorable vocational morality, corresponding courses on vocational morality should be added to the curriculum setting plan. Education should go from learning about vocational morality to vocational morality emotions, wills and beliefs. Vocational social value, vocational morality rules, vocational ideals, vocational qualities and so on should be included in these courses. Through systematic learning, students will be guided to tackle the relationship between public and private, individual and collective interests, devotion and acquisition and develop the vocational spirits emphasizing public interest and devotion instead of private one and acquisition. In this way, students will fully understand the importance of vocational morality in their jobs, improve their abilities in making choices and judgment, have more solid beliefs on vocational morality and stronger consciousness to perform their duties and moral obligations. It is shown in practice that no favorable vocational morality behavior or habit can be formed without an understanding of vocational morality. The more profoundly they understand vocational morality, the more possibly they form solid vocational morality beliefs. Only with a deep understanding of the social value of their jobs will people strictly obey vocational morality rules and perform moral behaviors.

2.2 Education on Vocational Morality Emotions

Having an understanding of vocational morality does not necessarily lead to decisions conforming to moral requirements due to the influence of vocational morality emotions. Having only got an understanding on corresponding theories by learning about the social value of their occupations as well as vocational morality rules, students have no chance to apply them to practice. However, vocational morality emotions, which refer to all the feelings and experiences produced when tackling a variety of moral relationships and behaviors in vocational activities, exert a strong coordinative role on moral behaviors. This course is made up of dealing with corresponding business and vocational morality judgment.

2.3 Education of Vocational Morality Will

Moral will refers to a strong force people perform when observing their moral obligations which can conquer any possible obstacle. It enables a person to have consistent principles for their moral behaviors and consciously form their glorious moral qualities. As is required by vocational morality rules, no person should lose their principles because only those with strong will can resist against all kinds of temptation and external pressure. Therefore, education in this aspect has to be combined with practice to exercise students' will with the intention to enable them to correctly tackle the relationship between morality and interest.

2.4 Legal Education

Law serves as an obligatory or the most basic part in morality. Legal education helps students to learn about, understand and obey the law, cultivates their consciousness for learning and executing certain laws and policies. Due to the wide range of vocational students' occupations, legal education should have an equally wide range. To be more specific, some relevant laws and regulations should be included in certain course and the sense of consciously abiding by the law should be reflected throughout the teaching and learning process. In this way, students will learn to abide by the law even before they step out of school.

2.5 Education on Socialist Concept of Honor and Disgrace

Socialist concept of honor and disgrace is the condensation and extraction of Chinese traditional virtues, a specific manifestation of Socialist view of value and of bright temporal spirit. With a variety of complicated conditions appearing in morality construction in current social transformation period, it is of particular importance to conduct education on concept of honor and disgrace among students and provide guidance for their judgment between right and wrong in their daily moral life.

2.6 Health Education

This course, including physical and mental health, is intended to help students to establish health sense, to cherish life and health, to form healthy styles of life and habits, to consciously cultivate favorable personality and psychological quality, hence helping students to take the goal of benefiting the society with their physical and mental health as their life-long pursuit in their life, study and work.

2.7 Safety Education

Safety education should be an important part in school administration and education. In addition to the universal part, some specific contents should be provided according to students' characteristics at different ages and their specialty as a group to step into the society. The contents on the safety of food, medicine, transportation, interpersonal communication and network should be emphasized to enhance students' safety sense as well as to improve their abilities in self-prevention and self-protection.

2.8 Rite Education

Taught in rites involved in social communication, students will learn to perform politeness and courtesy and conform to rite rules in their words and deeds in all kinds of environments in interpersonal communication.

For vocational schools, it serves as the most important part in the excellent services they offer for students and forms the base for students to perform favorable vocational behavior standards and to achieve development at their future posts to conduct vocational morality education throughout the whole process from admission to employment as well as the whole process of teaching and learning at school.

References

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