How to Infuse Yimeng Revolutionary Spirit into Moral Education in Primary School in Shandong Province: Text Analysis Based on Official Website of Educational Administration

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Abstract. Many researchers have emphasized the role of Yimeng Revolutionary Spirit in the development of primary school students’ moral behaviors and beliefs. Some primary schools have already carried out a lot of moral education activities involving Yimeng Revolutionary Spirit. However, previous researches mostly used the methodology of theoretical reflection. In contrast, our study used a qualitative method called text analysis, which encoding news content published on official website of educational administration in Shandong Province. Results indicated that there are some problems in moral education activities involving Yimeng Revolutionary Spirit. For example, many cities have not enough attention from government official, and insufficient parent participation, insufficient curriculum resource development, and loss of campus culture. These social, family and school factors above are analyzed in details. Lastly, we proposed four targeted and specific solutions to improve the integration of Yimeng Revolutionary Spirit into moral education, including creating a social culture that promotes Yimeng Revolutionary Spirit, cooperation between parents and school, organizing more and more teacher training and exploring curriculum resources, building campus culture involving Yimeng Revolutionary Spirit.

1. Introduction

The concept of Yimeng Revolutionary Spirit is clearly defined as: loving Communist Party of China and its army, pioneering and forging ahead, working and enterprising hard, and selfless dedication. Yimeng Revolutionary Spirit still has important roles in contemporary times, which is an important part of the Chinese national spirit and is in the same line with the socialist core values.

At present, researches about infusing Yimeng Revolutionary Spirit into moral education are limited in higher education. For example, Liu Yinping (2015) discussed the role of Yimeng Revolutionary Spirit in guiding core values of undergraduate. She speculated that transforming revolutionary resources into education and teaching resources can improve ideological and moral cultivation, and can also enhance the effectiveness of classroom education and teaching\[1\].

However, few researchers emphasized the important role in cultivating primary school students’ moral quality and behavioral habits. In fact, moral education requires the integration of primary school, middle school and university. Primary school stage is a key stage for a person’s growth and development. The cultivation of moral quality should start from childhood period. So the educational value of Yimeng Revolutionary Spirit should be infused into classroom teaching and campus culture at primary school stage, in order to cultivate successors who realize Chinese dream.

Recently, there are only three papers focusing on the relevance of Yimeng Revolutionary Spirit and moral education in primary school. It suggests that researchers have only paid attention to moral education value of Yimeng Revolutionary Spirit in the past two years. Among them, Liu Jie (2019) explored the M school case, where establishing school-based curriculum using Yimeng Revolutionary Spirit. She found that lack of support from teachers and the bad evaluation system restrict the development of school-based curriculum using Yimeng Revolutionary Spirit\[2\]. Zhao Chunfeng (2019) investigated several primary schools established to commemorate the Red Army
how to realize the educational value of Yimeng Revolutionary Spirit\(^3\). These strategies included: (1) identifying the entry point for infusing Yimeng Revolutionary Spirit into moral education, through integrating “cognition of spirit” with curriculum content optimization, and promoting the implementation of curriculum construction and classroom teaching; (2) finding the right stay points, through integrating “experience of spirit” with campus culture, and embedding the Yimeng Revolutionary Spirit in the real situation of daily life; (3) determining the effort point, through integrating “practice of spirit” with comprehensive practical activities inside and outside the school, and promoting the Yimeng Revolutionary Spirit to penetrate into various forms of educational activities.

However, both studies are theoretical speculation, which are exploring the problems and solutions of infusing Yimeng Revolutionary Spirit into moral education in primary school more theoretically. Above all, there is a lack of empirical research on infusing Yimeng Revolutionary Spirit into moral education. In contrast, our research changed methodology and conducted empirical research on the basis of searching and analyzing the official website of the Education Administration of each city in Shandong Province.

2. Method

Firstly, we used the Chinese keywords of “Yimeng Revolutionary Spirit” and “Primary School” and conducted a comprehensive search of the official websites of the Education Administration of 17 cities in Shandong Province. Secondly, we used text analysis method to analyze news content published by the Education Administration. Lastly, encoding qualitatively strategies, time, place, and participants, pictures or videos. The logic of data analysis is investigating current situation of infusing Yimeng Revolutionary Spirit into moral education in primary schools, and then analyzing the current problems and solutions in future.

3. Results

3.1. General Situation

A total of 20 primary schools were founded to have some educational activities in promoting the integration of Yimeng Revolutionary Spirit into moral education. Among them, Zibo city has the most, with 12, 3 in Linyi city, 2 in Weifang city, and 1 each in Yantai city, Dongying city, and Heze city. Dezhou City, Jinan City and Tai’an City have news content about infusing Yimeng Revolutionary Spirit into secondary schools, high schools and university, except primary school. All educational activities took place after 2017. Most activities news included pictures, but no video. Participants includes teachers and students, Communist Party members, and parents, but the amount of parents is relatively small.

There are many kinds of strategies of moral education involves Yimeng Revolutionary Spirit. These strategies are no longer limited in traditional classroom teaching and oral presentations, but more practical activities (See Figure 1 for details). In sum, Primary school students are tend to be in touch with Yimeng Revolutionary Spirit through personal feeling and experiencing. For example, visiting commemorative museum and educational base of Chinese revolution, watching revolutionary film and television works, flag raising ceremony, tourism study activities etc.

In 2017, Ministry of Education published the “Guidelines for Moral Education in Primary and Secondary Schools”, which provided guiding suggestions for moral education in primary and secondary schools\(^4\). According to these guidelines, we sorted all strategies into 5 categories taken by primary schools to infuse Yimeng Revolutionary Spirit into moral education, which includes practical education, activity education, cultural education, curriculum education and collaborative education (See Table 1 for details).
Table 1. Five categories of strategies of moral education involves Yimeng Revolutionary Spirit in 20 primary schools according to “Guidelines for Moral Education in Primary and Secondary Schools” (Ministry of Education, 2017).

<table>
<thead>
<tr>
<th>Categories of strategies of moral education</th>
<th>Specific strategies of moral education involves Yimeng Revolutionary Spirit</th>
<th>Frequencies of strategies published on official website</th>
<th>Typical examples of primary schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>practical education</td>
<td>visiting commemorative museum, visiting educational base of Chinese revolution, tourism study activities, community volunteer service</td>
<td>20</td>
<td>Tangfang First Primary School, Gaoqing County, Zibo City; Guanzhong Primary School, Linzi District, Zibo City; Kaoyuan Primary School, Boshan District, Zibo City; Linyi Apricot Garden Primary School, Linyi City</td>
</tr>
<tr>
<td>activity education</td>
<td>watching revolutionary film and television works, flag raising ceremony, class meeting, theme education of Party branch, competition, theme activities in Ching Ming Festival, reading book festival, educational lecture</td>
<td>28</td>
<td>Greenwood Garden Primary School, Zhangdian District, Zibo City; Linyi Yucheng Primary School, Linyi City; Linyi Apricot Garden Primary School, Linyi City</td>
</tr>
<tr>
<td>cultural education</td>
<td>classic sculptures on campus</td>
<td>1</td>
<td>Linyi Hackberry Garden Primary School</td>
</tr>
<tr>
<td>curriculum education</td>
<td>inherit Yimeng Revolutionary Spirit in music class</td>
<td>1</td>
<td>Kairui Primary School, Zhangdian District, Zibo City</td>
</tr>
<tr>
<td>collaborative education</td>
<td>Parent participation in school activities</td>
<td>3</td>
<td>Guanzhong Primary School, Linzi District, Zibo City; Linyi Apricot Garden Primary School, Linyi City; Linyi Hackberry Garden Primary School</td>
</tr>
</tbody>
</table>

4. Problems and Solutions
We proposed some solutions as follows, in response to current problems often appeared in typical schools.
4.1. Creating a Social Atmosphere for Discussing Yimeng Revolutionary Spirit Together

On one hand, we should broaden news channels and make full use of social media to advocate Yimeng Revolutionary Spirit in order to strengthen more publicity. For example, Government invested to make red revolutionary movies and TV dramas about Yimeng stories, and invited many kinds of people to watch them. Meanwhile, primary schools regularly pushed news on Wechat and Weibo microblogs. In this way, a good social atmosphere for discussing and advocating Yimeng Revolutionary Spirit can be created. On the other hand, model schools should play a leading role. At present, some primary schools have begun to carry out reform and innovation in infusing Yimeng Revolutionary Spirit into moral education. The initial effects have been achieved. For example, Linyi Apricot Garden Primary School, Linyi Hackberry Garden Primary School and other schools in Zibo city. Government in Linyi City should invest more funds and publicity to support these schools to build model schools, and conduct special interviews or reports on these model primary schools. Moreover, governments and primary schools in other cities were invited to visit these model schools in Linyi City and make some exchanges for more innovations in future.

4.2. Parents-School Collaborations

It is necessary to build parents-school collaborations to improve the efficiency of infusing Yimeng Revolutionary Spirit into moral education in primary school. Both sides, especially parents, should participate actively in moral education through changing the viewpoints of moral education and realizing that moral education is significant to children’s personality development. But school plays a leading role in moral education and in fact a guiding role in promoting cooperation between schools and parents. On the one hand, schools should regularly organize parents’ meetings and parents’ Open Day activities to improve guidance of parents education, and popularize knowledge about the connotation and time value of Yimeng Revolutionary Spirit to parents, so as to improve their understanding of Yimeng Revolutionary Spirit. On the other hand, schools should make more information interactions with parents, and often invite parents to participate in moral education activities organized by schools, which can be used to introduce parents moral education ideas and methods. In results, these activities can broaden parents’ visions and ignite enthusiasm to participate in moral education. Meanwhile, schools further perfectize the model of moral education through listen to advices from parents, who are willing to give advices to school and often communicate and interact with school, gradually forming their own critical thinking and new viewpoints about moral education. For example, Guanzhong Primary School, Linyi Apricot Garden Primary School, and Linyi Hackberry Garden Primary School are models of Parents-School collaborations, who all organize parents to participate in tourism study and online “sacrifice to the martyrs” activities.

4.3. Maintaining Teacher Training and Developing Curriculum Resources for Moral Education

Teachers are the main human resources of school education and teaching work. The implementation of infusing Yimeng Revolutionary Spirit into moral education depends on teachers. Liu Hui advocated that teachers’ professional key competences and professional ethics should be improved by fully arousing enthusiasm and training in many kinds of opportunities, forms and channels[5]. We advocate that primary school should change teachers’ beliefs such as “valuing wisdom and despising morality” and “moral education is only moral teachers’ responsibility” firstly, through conducting lectures and other alternative training activities of moral education. Teachers should believe that everyone is responsible for moral education. broaden teachers’ horizons, and increase teachers’ enthusiasm for carrying out moral education work. This belief can broaden teachers’ visions and improved teachers’ enthusiasm for carrying out moral education works involve Yimeng Revolutionary Spirit. Secondly, primary school should encourage subject teachers to participate in teaching competition and make some educational research about the theme of Yimeng Revolutionary Spirit. Moreover, primary school should promote subject teachers to deeply explore educational values of Yimeng Revolutionary Spirit in the specific subject curriculum. In this way, a new situation where teachers discuss passionately Yimeng Revolutionary Spirit together in primary school will be built gradually.
4.4. Building Campus Culture based on Yimeng Revolutionary Spirit

The first impression on a school is campus culture, which is eye-catching, concise, and penetrating. Building campus culture have significant role in promoting ideals and practices of school works. Therefore, in order to infuse Yimeng Revolutionary Spirit into nurturing, uniting, guiding and inspiring students, primary school should find out the intersection between Yimeng Revolutionary Spirit and campus culture, and promote reasonably to build campus culture. For example, according to the principle of “Healthy, Warm, and Comfortable”, Linyi Hackberry Garden Primary School reconstructed campus facilities and scenery and built two classic sculptures named “Blood and Milk” (血乳交融) and “Armed Youth” (烽火少年) involve red revolutionary culture. Moreover, newspapers and posters on boards, windows, corridors and walls should be made full use to build campus culture based on Yimeng Revolutionary Spirit. This Yimeng Revolutionary Spirit-friendly campus environment and culture is good to moral education in primary school.

5. Conclusion

The stage of primary school is a critical period for fostering character and civic virtue using moral education. However, there are still some problems in the practice of infusing Yimeng Revolutionary Spirit into moral education in primary schools. And in Shandong Province, education administrations from governments in different cities have big gap in focusing on moral education. Moreover, teachers and parents’ understanding contents and contemporary value of Yimeng Revolutionary Spirit should be strengthened. In sum, with the new curriculum reform was made more and more deep continuously, teachers in primary school must make some innovations in moral education involves Yimeng Revolutionary Spirit. Only in this way, theoretical system and practical activities aimed to infuse Yimeng Revolutionary Spirit into moral education in primary school will be more optimized in future.

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