

# Discussion on Primary School Work Skill Education from The Perspective of Moral Education

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**Abstract:** This study discusses the integration of moral education and vocational skills education in primary schools. The main focus is to deeply understand the importance of cultivating not only academic ability, but also children's moral quality and vocational skills at this critical stage of development. The research adopts literature review, questionnaire and interview to introduce the concept and goal of primary school students' vocational skills education. Based on previous studies, this paper discusses the challenges, best practices and limitations of combining moral education with vocational skills education. The ultimate goal is to provide suggestions for optimizing vocational skills education in primary schools from the perspective of moral education.

**Keywords:** Integration mode; Moral education work skills; Vocational skills in primary schools.

## 1. Introduction

Primary school is an important period for children's development. It is necessary to cultivate not only their learning ability, but also their moral quality and work skills. At present, some scholars have studied this content and formed rich research results. Taking a technical college in China as a case study, this paper discusses the integration of moral education and vocational education. It is found that integrating moral education can improve students' professional ethics awareness and decision-making ability. This paper makes a comprehensive analysis of the integration of moral education and work skill education in Finnish comprehensive schools. Research shows that integrating moral education and work skills education into comprehensive school education can promote students' overall development and career preparation. It provides an important resource for the field of teacher education, aiming to help teachers connect moral education, values education and spiritual education. It provides practical methods and strategies for integrating education across different fields. This paper studies the challenges and best practices of developing employment skills in comprehensive work study. Although moral education is not directly concerned, it provides valuable insights for work skill education and can be combined with the practice of integrating moral education. This paper aims to explore the importance and methods of primary skill education from the perspective of moral education by combining scholars' views and survey data. Through literature, questionnaire and interview, this paper introduces the concept and goal of students' work skill education, and discusses the necessity of work skill education from the perspective of moral education. In addition, this paper will also discuss how to incorporate moral and work skills education into the curriculum, and the role and strategy of teachers in developing students' work skills.

## 2. First, Research Methods

### (1) Research and design

This ongoing research adopts mixed research methods and

qualitative and quantitative research designs. Qualitative research is currently used to explore the integration mode and influence of moral education and work skill education, while Quantitative research is currently used to analyze the current situation of job skills education in primary schools and evaluate the development of students' job skills.

### (2) Population and location of this study

The population consists of primary school students and teachers. The research site is several representative primary schools, covering different areas and types of schools to ensure the representativeness and universality of the research results. In the process of selecting participants, stratified sampling method is adopted. First of all, we selected representative primary schools from different regions to ensure the coverage of urban and rural schools, as well as those with different socio-economic backgrounds. Subsequently, in each selected school, it is stratified according to the grade level and teaching subjects to ensure adequate representation at each level. Finally, a specific number of students and teachers are randomly selected from each class to ensure the wide applicability and representativeness of the research results. This sampling method is helpful to obtain different viewpoints and experiences, so as to understand the views and practices of primary school students and teachers on the combination of moral education and vocational skills education more comprehensively.

### (3) Data collection tools

#### 1. Qualitative data collection

Qualitative data are being collected through interviews and group discussions. The investigators interviewed teachers, students and education experts.

Face-to-face interview, discuss their H risks. In addition, the aim is to educate the viewpoint, implementation and experience sharing of integration. In addition, that purpose

The Frontier is organizing a group discussion so that participants can freely exchange and share their opinions at present.

#### 2. Quantitative data collection

Quantitative data are being collected through questionnaires. At present, we have designed a questionnaire

for students and teachers to investigate students. Current cognition of moral education and work skills education, development of work skills and evaluation of courses. Teachers' questionnaire is currently investigating their current views, teaching practice and the need to combine moral education with work skills education.

#### (4) Data collection procedures

1, determine the research object

We have chosen a representative primary school as the research object, and are currently obtaining the cooperation and permission of schools and teachers.

It is very important to choose a representative primary school as the research object for several reasons. First of all, representative primary schools can provide more comprehensive and widely applicable data, because they include different regions and social backgrounds. This choice helps to ensure that the research results are not limited to specific types of schools, but also reflect the situation in different environments.

Secondly, choosing representative primary schools will help to improve the external validity of this study and make the research results more universal and applicable. Through the research in schools of different types and geographical locations, we can better understand the universality of the problems and challenges in the combination of moral education and vocational skills education.

Finally, cooperation with representative primary schools and obtaining permission are necessary steps to ensure the smooth progress of the research. This cooperative relationship contributes to accurate data collection and ensures that the legal rights of participants are fully respected. Obtaining the permission of the school and teachers can make the research team integrate into the school environment more effectively and obtain more real and reliable research data.

### 3. Results and Discussion

(1) According to the gender distribution, students' views on integration show that women are slightly in the majority (60%), which ensures different perspectives and diversity. Students also expressed different interests in the expected life skills, with cooking, programming and gardening being the first choices, reflecting their demand for diversified educational services (30%). In addition, students' strong support for increasing practical opportunities (36%) highlights their demand for hands-on learning, and also emphasizes the importance of diversified and personalized education (28%) to cater to personal interests and advantages. Regarding the influence of moral education on work skills, a considerable proportion of students (48%) think that moral education has a certain influence on personality development and work efficiency, while 36% think that moral education has a great influence on work skills, which highlights the basic role of moral education in cultivating work skills.

These data show that students have a positive attitude towards the integration of moral education and the development of vocational skills, showing extensive interests and expectations. Expressed the demand for diversified and personalized education,

It emphasizes their desire to acquire a wider range of skills through practical learning. Students' Understanding of the Relationship between Moral Education and Vocational Skills

It shows that they realize the importance of moral literacy in personal development and professional skills training. In addition, different student suggestions emphasize the

importance of considering different students' needs and learning styles when designing educational projects to ensure effectiveness.

(II) Teachers' Views on Integration According to statistics, female teachers account for the majority (68%), and the distribution of grades and topics ensures a comprehensive view. Teachers have noticed that the integrated education of character and work skills has been widely supported by students (80%), which shows that teachers have reached a consensus on this issue. The vast majority of teachers (76%) integrate personality and work skills education into teaching, showing a positive integration tendency, and also recognize the importance of character education to students' work skills. According to statistics, 50% of teachers think that personality education has a great influence on students' work skills, and quite a few teachers (72%) support the comprehensive method and realize its effectiveness in students' overall development. Teachers are facing some challenges, among which the lack of time and resources (32%) is the main problem, which shows that they need extra support, and it is emphasized that adequate guidance and support (24%) is the key to successful integration. In response to the school's support suggestions, teachers emphasized the importance, recognition and participation of time and resources (28%) and guidance and support (24%) in promoting integration. And (12%) as motivation factors. Teachers put forward other suggestions, including encouraging adaptation and change (8%) and emphasizing students' autonomy (20%), which is crucial for successful integration.

The comprehensive analysis shows that teachers generally support the integration of moral education and vocational skills, which has a positive impact on students' overall development and skills training. Despite this positive stance, teachers are still facing the challenge of insufficient time and resources, which emphasizes the urgency of the school to provide additional support in the process of integration. Teachers emphasize the key role of schools in integration, including providing necessary time, resources, recognition and support to promote successful implementation. In addition, encouraging adaptation and change, as well as emphasizing students' autonomy, are considered to be the key to integration, which shows that teachers realize that they need not only active participation, but also comprehensive support from schools at all levels.

(III) General Suggestions First, flexible integration strategies are needed to adapt to different students' preferences and learning styles, and adaptive teaching methods are implemented to solve people's different views on moral education. Secondly, schools should allocate additional resources to solve teachers' worries about time and materials, give priority to basic courses and activities, and create space for experiential learning. Third, provide teachers with continuous professional development opportunities to improve their skills in integrating moral education and work. Fourthly, adopt a student-centered approach, emphasize students' autonomy and individuality in moral education, and allow students to participate in topics consistent with their interests. Fifth, recognize and support teachers' innovative practice in the process of integration, and encourage teachers' collaborative decision-making and participation. Sixth, promote various teaching methods, such as stories, games, cartoons and videos, to make moral education more attractive and understandable. By taking these comprehensive measures, we can promote the effective integration of moral education

and work skills.

This comprehensive analysis emphasizes the key importance of individuality and flexibility in the process of integrating moral education and vocational skills development to meet the different needs of students and teachers. While creating space for experiential learning, it is considered to be the key to ensure the success of integration to solve teachers' concern about time and resources. Continuous professional development and encouraging teachers to participate in the decision-making process are regarded as contributing factors to improve the quality of integration and make educational projects more effective; Emphasizing students' autonomy and adopting diversified teaching methods are considered as the means to improve students' participation and deepen their understanding of moral education.

## 4. Conclusions and Recommendations

### (1) Conclusion

In a word, this study emphasizes the importance of integrating moral education into primary school work skills education. The organic integration of moral values, professional ethics and practical skills is not only conducive to the individual development of students, but also to the sustainable development and harmonious coexistence of society. This method establishes moral integrity and a strong sense of responsibility for students, and prepares them for becoming competent and morally responsible professionals in the future.

### (2) Suggestions

The first is a comprehensive integration plan. Combine moral education with work skill education in different disciplines and activities, and implement interdisciplinary projects, so that students can apply moral principles in practical scenes and cultivate overall understanding; The second is to provide teachers with continuous professional development opportunities. Improve their skills of integrating moral education into various disciplines and encourage the sharing of effective practices and strategies; The third is flexible curriculum design. In order to adapt to different students' interests and learning styles, elective courses or modules are introduced to let students choose themes that meet their personal values and career ambitions; The fourth is resource allocation. In order to solve the challenges faced by students and teachers, especially to provide financial support for the practical experience and activities of improving moral and work skills education; The fifth is to promote a variety of teaching methods. Encourage teachers to adopt a variety of teaching methods, such as storytelling, games and multimedia, to make moral education more attractive and resonant, and at the same time support innovative experiments to maintain

students' motivation and interest; The sixth is to recognize and motivate those teachers and students who have made outstanding contributions in moral education and work skill integration. Establish a reward system and recognize innovative projects and initiatives that promote moral and professional development; Seventh, strengthen cooperation between schools and parents. In order to strengthen the moral values in the family, promote regular communication, introduce the integration efforts to parents, and encourage them to participate in supporting the moral development of students; The eighth is to establish an evaluation system. Evaluate the effectiveness of the integration scheme, make continuous improvement by using feedback from students, teachers and parents, and ensure that the integration maintains relevant influence; Nine is to promote international cooperation and exchanges. Let students and teachers be exposed to different cultural perspectives of moral education, cooperate with schools from different countries, share best practices, and expand their understanding of moral values on a global scale. By implementing these suggestions, schools can create an educational environment and combine moral education with work skills education, which not only prepares students for professional success, but also prepares them for a life guided by moral principles.

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