

The Challenges of Promoting Social Moral Education in Chinese High Schools under Globalization

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Abstract: Considering the globalization of the economy and education, the development of moral education in high schools across the globe has increasingly become a focus of research. In order to bring traditional moral education in Chinese high schools into line with globalisation, to overcome the challenges based on the concept of traditional moral education in China, and to build a social and moral education that belongs to the context of globalisation and is suitable for Chinese high schools.

Keywords: Moral Education; Teacher Training.

1. Introduction

In the past several years, social moral education has played a significant role in whole society, include in high schools. Recent theoretical developments have revealed that Social moral education was defined as a broad and multifaceted concept. It includes moral standards, ethical values, and social norms of their community or society (Yang, 2021; Zhan & Ning, 2004; Zych et al., 2020). These attributes not only strengthen individual character but also facilitate harmonious community relationship. However, promoting social moral education presents a unique set of challenges. These include cultural conflict, educators training, and parental and society support.

Moreover, the history of social moral education in China has always been deeply influenced by traditional Confucian thought. This also leads to social moral education curriculum in China is more focused socialist values and patriotism (Murray, 2012), and most moral education curriculum revolves around traditional cultural. These values not only affect educators but also deeply embedded in the family structure and social fabric. While moral education has been a persistent feature of Chinese education curriculum, diverse ethic culture and different socioeconomic groups makes government difficult to establish a universally accepted moral education program. Therefore, promoting moral education in China always faces many challenges.

Furthermore, with the advent of the 21st century, China's society and economy began to undergo dramatic changes. Since the reform and Opening Up Policy published 40 years ago, China has made a huge difference about economic growth. This change also made China became stronger and more influential in the international community (Yang, 2021). However, the growth of economy has not improved the moral quality across the nation. There still have many phenomena still exist, such as political corruption and moral indifference and (Yang, 2021). In addition, the rapid development of internet in recent year also led to the emergence of some ethically questionable change such as cyberbully and juvenile delinquency incident (Zych et al., 2020). This is due to the lack of parental moral education and high standard requirements for whole society. It is claims that China moral education today is still facing more challenges, policymakers, educators, and researchers must be aware of these challenges

and better promote social moral education among adolescents.

2. The Challenges of Promoting Social Moral Education in High Schools in China

(1) Challenges of cultural differences

Culture differences in China is a challenge about promoting social moral education in China. This is because social moral education influences by Chinese traditional culture and modern culture and leads to clashes of ideas and cultures cannot better unify the moral education system. For that reason, some literatures point out that the inconsistency of Chinese culture is the biggest challenge to promoting moral education in Chinese high schools, while there are still many voices of doubt that cultural diversity could be a challenge, it also presents an opportunity to foster a sense of diversity.

(2) Challenges of Chinese high school curriculum

Wansheng & Wujie (2004) has questioned why cultural differences an essential challenge of is promote social moral education in Chinese high schools. Authors argued that Chinese cultural values and traditional culture makes educators difficult to develop a unified moral education curriculum while education curriculum must be followed by current policy and whole education system. Moreover, high school is an important part for forming values and learning moral and values orientations (Zhan & Ning, 2004, p.515). Traditional moral concepts will undoubtedly make students' thinking lag others, which is not conducive to the development of their moral consciousness when they enter the society. Therefore, they mentioned that educators should find a way to make moral education courses more suitable for the daily life of teenagers (Mustakova-Possardt, 2004). Some traditional educational theories and concepts should be abandoned to ensure adolescents can be better understood the meaning of moral education.

(3) The challenges of globalization diverse culture

In addition, due to the changes in these 25 years, globalization has brought diverse cultures and values into Chinese society, which leads conflict with traditional Chinese cultures. Therefore, Chinese teenagers may have different perspectives on morality due to exposed to the Western media. This also poses many challenges foe educators to impart moral education knowledge in high schools. Research by Qi

& Tang (2004) pointed out that the development level and speed of each region in China are different, this leads to moral education in remote areas is still stagnated by traditional culture.

Moreover, Lin & Jackson argues that influence of the state can lead to a focus on social stability and unity over individual's moral growth. during this process, the lack of unity between traditional concepts and modern thinking has also become a serious challenge to promote social moral education in China. This leads to educators should not only pay attention to patriotic education, but also design moral education curriculum according to personal interests (Lin & Jackson, 2022, p.469). This certainly demonstrates that cultural differences are a major challenge in promoting the curriculum of moral education in Chinese high schools.

There still have concerns about cultural differences in China. Huo et al. (2022) argued that culture differences are not the only issue about promote social moral education, cultural diversity can also pose challenges, it provides an opportunity to foster a sense of unity in diversity. A moral education curriculum can highlight common moral values across culture differences, to promote mutual understanding and respect. It is claims that educators must consider about students who from different socioeconomic background, which means social moral attitudes is also affected by social and economic backgrounds. However, the study fails to consider the differing categories of damage that social economy is associated with cultural development. Moreover, Zhu et al. (2004) takes issue with the contention that educators must conform to every student's educational background and cannot be generalized when carrying out moral education.

Overall, the challenge of cultural diversity could be mitigated through the design of an inclusive moral education curriculum which respects and incorporates different cultural values. In addition, cultural differences cause student tension and resistance (Li & Tian, 2017). Based on challenges of promoting social moral education in high schools in China requires a nuanced approach that respects cultural diversity, encourages critical thinking, and fosters a sense of common moral values. It is also important to note that these challenges are not unique to China but are common to different societies around the world.

3. The Challenges of Lacking Teacher Training

Teacher training on social moral education plays a crucial role in the whole educational curriculum. Social moral education is considered as a complex subject (Yang, 2021), which means requiring educators to possess an in-depth understanding of sociology, philosophy, psychology, and other related fields. Therefore, providing this level of teacher training could be challenged. Due to this reason, some experts pointed out that promoting teacher training is one of the prerequisites for promoting the development of social moral education, while some articles counted that the lack of educational materials and cultural reasons are the most direct challenges to the promotion of social moral education in China.

Zhu & Liu (2004) argued that improving education and training can be enable educators to better understand the key to social moral education which means teacher training can guide them to plan social moral education courses effectively.

It claims that educators should set the objectives of the curriculum in accordance with the modern teaching model to avoid shortening the space for students' creativity due to the differences in education (Velea & Farca, 2013). On the other hand, teachers should consider about current educational issues and social needs when designing social moral education courses (Liu, 2023). This leads to educators should learn how to deal with controversial social issues appropriately to make students do not become out of touch with the times when they enter society.

Therefore, helping educators better understand the content of social moral education courses and make it become more efficient is also a challenge for the development of promoting social moral education in Chinese high schools (Hongyu, 2000). This is because it is necessary to propose targeted training strategies from the aspects of goal design and moral education system construction when setting up teacher training. On the other hand, through the evaluation and improvement of educators can help students truly understand learning moral awareness (Zhu & Liu, 2004, p.491). However, teacher training system is complex and involves a lot of content, the teacher training of moral education has become a huge challenge to promote the development of moral education for Chinese high school students.

However, Sockett & Lepage (2002) hold opposing views on teacher training, they mentioned that although teacher training and educational programs are indispensable in social moral education, but the lack of proper theoretical knowledge and empirical research is the main challenge of moral education. This also confirms that the lack of social moral education resources is also an essential issue to promote the development of social moral education in Chinese high schools. Furthermore, educators have a centralized education system in China, which means government have ability to conduct teacher training, this management model can simplify the teacher training of moral education to a certain extent. However, this unified training mode will undoubtedly lead the education methodology become too rigid, which is not conducive to the development of moral education curriculum (Dong & Xu, 2020).

To sum up, although centralized education and training management can achieve broad training objectives, but it cannot guarantee the effectiveness of the training, nor can it provide targeted moral education courses for each school and district. This is also inseparable from the training of teachers' personality and professional knowledge (Sockett, 2009). Moreover, the development of educational curriculum resources must include all aspects of social moral education in modern society, which related teacher training and family values (Asif et al., 2020).

4. High Expectations of Parents and Society

With the rapid development of politics and economic, people pay more attention to social moral education. But on the contrary, parents and society also have high expectations of children's moral standards. Auerbach (2007) pointed out that parenting may have a direct impact on the social moral behavior of children. It claims that high expectations in social moral education contribute to character development, encouraging values about respect and responsibility. These values are not only improving individual conduct but also can promote a harmonious society. However, some researchers

hold the opposing view that their high expectations may lead to rebelliousness and some criminal behaviors. They believe that high stress and expectations lead to anxiety and mental health problems which are not conducive to the social moral education development of students.

From parents' perspective, they can set standards that can help to deter unethical behavior for their children immediately. This is because parents can communicate with schools and have a direct impact on school moral education (Bhana, 2013). On the other hand, parent's moral values are also influence on children's daily lives (Wang, 2017). High expectations for adolescents can make them avoid moral problems, which means there are benefits to having high expectations for teenagers' social moral education.

Moreover, from a social perspective, high expectations about social moral education can foster good citizenship (Dill, 2012). It is claims that the purpose of school moral education is to cultivate individuals who conform to the development of the social moral consciousness of the whole society (Naydenova & Shaposhnikova, 2016), which means school social moral education should not only conform to the development of personal moral values, but also teach relevant knowledge according to the development of society. This method can prevent teenagers from steeping into society and being out of touch with the times.

However, some experts take issue with the high expectations of parents and society. Quach (2015) argued that high expectations from parents and whole society will put unreasonable pressure on teens, which will cause lower self-esteem if children are unable to meet these high expectations, and it also put a lot of pressure on their academic studies. Moreover, high expectations from parents and society may encourage conformity over individuality, which will reduce the scope for creative and critical thinking (Brownlee, et al., 2012). This can also hinder the development of personal identity and self-expression.

To sum up, high expectations of parents and society is a big challenge about promoting social moral education in Chinese high schools, due to this reason, it is possible to balance high expectations with understanding and support. Parents should reduce undue pressure and improve the level of social moral education by providing a good learning condition instead of just focusing on results (Chow, 2006). In addition, Chinese academic should focus on encourage teenagers to question and understand the rationale behind these principles about social moral education, which means this expectation can help to avoid dogmatism and promote independent thought. This method can also avoid vicious competition about academic study (Zhan & Ning, 2004). The goal of social moral education is not to suppress individuality, it encourages individuals to act in a manner that's considerate of others. It is necessary to cultivate a strong moral sense and respect for individual differences.

5. Recommendation

Due to cultural differences, lack of adequate teacher training and high expectations of parents and society for high school students' social moral education, the promotion of social moral education in Chinese high schools is undoubtedly facing great challenges. So, the implementation of social moral education needs to adopt a multi-faceted perspective to solve the problem.

First of all, for culture differences, educators must embrace the unique philosophies and cultural perspectives inherent in

Chinese society, and sensitivity to these factors ensures the social moral education curriculum is culturally relevant and respectful. Moreover, traditional Chinese culture often emphasizes rote learning and show respect for authority, which may limit critical thinking about social moral education. Due to these reasons, educators should focus on creating spaces where can encourage open debate and dialogue on social moral education curriculum, enabling teenagers to actively participate in their social moral values growth.

Second, teacher training plays a significant role in promoting social moral education in Chinese high schools. the state and schools should provide sufficient social moral education training for educators and learn to handle sensitive topics in social moral education correctly. Therefore, schools should formulate professional social moral education development plans for educators in order to improve teachers' confidence and ability to deliver social moral education curriculum content.

Last but not least, it is necessary to address the high expectations of parents and society. Chinese high schools need advocate a balanced approach to expectations and stress the importance of social moral education to students and their parents. This method can let parents participate in social moral education and reduce the pressure of academic study through family education. When facing these challenges, educators should remember the goal of promoting social moral education in high schools is not only to create morally individuals but also to cultivate individuals who have a deep understanding of social moral principles and can apply them to social practice.

6. Conclusion

In conclusion, meeting the challenge of promoting social and moral education in Chinese high schools requires a comprehensive understanding of the cultural and social factors involved. Cultural philosophies have had a significant impact on moral views in China, so promoting social moral education in Chinese high schools need an educational model which can respect and integrate these principles rather than conflicting with them. In addition, equal balance on social moral education and academic achievement is also important in Chinese high schools. Although these challenges seem daunting, they also provide many opportunities for the development of social moral education in Chinese high schools. Also, it claims that Social and moral education strategy can be better improved cannot without the feedback from students, parents, and teachers. Through continuous review, Chinese high schools can effectively navigate these challenges in their pursuit of effective social moral education. Finally, cultivating moral education for teenagers requires is not only understanding moral principles, but also allow them to apply these principles in their daily life, form their own moral standards, and make positive contributions to a rapidly changing whole society.

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