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The Psychological Compatibility in Moral Education

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Abstract

The ideal environment of moral education is educators and educates can achieve psychological compatibility. Essential for this is student's identification with acceptance of the teachers. This is a key element to the effectiveness of education.

Key words: Moral education, Educators, Educate psychological, compatibility.

Educators and students achieve psychological compatibility in the moral education this creates the formation of an ideal moral education environment. The sense of coherence in interpersonal relationships can be so called psychological compatibility. This means a person's performance will lead to positive reactions from another or more persons. The practice of the moral education shows that the degree of psychological compatibility is one of most important factors influencing the effectiveness of education. Therefore, to pursue and achieve the best psychological state is a fundamental requirements for those moral educators.

What is the essence of the psychological compatibility in moral education?

(1) The psychological compatibility is related to the values of identity. The essence of the moral education to give guidance. Educators promote opinions which have values in different ways. Sense of values depends on the result of values judgment. Every normal society will form their own values because some of differentiating factors such as complex social, stage, cultural, history. Different values shows a different evaluation standard for truth or false, good and evil, beautiful and ugly. The process of value judgment is based on the standards to measure self-value, evaluation value of things. In general, the "same views" "Thought is consistent" "same opinion" are the value of identity of phrase. But this doesn't entirely mean that, the consistency of mindset and angles on thinking question will cause value identity. In moral education, students' object of value judgment are the ideas from teachers. Once the identity is generated, it will lead to psychological compatibility with the teacher.

(2) The psychological compatibility are the possible consequences of which attitude to judge. Teacher's attitude towards students is the important an important indicator of students to evaluate their teachers. The result of attitude judgment will affect the educational effect and relationship between teachers and students. In general, students are both enthusiastic and sensitive for attitude judgment. If students maintained some teacher compassion and the teacher cares for students through the observations and experiences, so that the positive attitude judgment makes students get a psychological tendency to achieve compatibility. It should be noted that student's judgment to asses a teacher is usually rather prejudiced. Students are sometimes too conscious of the attitude which takes making a value judgment to the second place. For example, some teachers lacks principles for education. This isn't strictly required but accommodates some unjustifiable requirements(like "program focus") But students think the teacher is cares for students instead of failing to respect the teaching system, is against school discipline, and do not give the negative evaluation neglecting of duty behavior. On the contrary, some teachers who really care and are strict with students usually won't get a positive evaluation. But no matter how, there is a correlation between the psychological compatibility and attitude judgment. Attitude judgment is a two-way process, students' attitude will affect the teacher, if the teacher can maintain the students to be enthusiastic, friendly, humorous, alert and really interested in what the teacher says, it will arouse the enthusiasm of the teaching and the education, and succeed in psychological compatibility.

(3) The psychological compatibility is the aesthetic are being met. Moral education is an action of creating beauty, from content to form, make them have aesthetic value through meticulous design. The relationship between the aesthetic education and moral education, and aesthetic education into moral education which is widely taken note of and continuously investigated. Moral education workers besides the striving for aesthetic value in moral education, creating beauty through language, tone of voice, gestures, posture, grace and other external form, they are also motivating students' aesthetic initiative. This through the visual and audio effect to meet the demand of the audience's pleasure to the most extent. Aesthetic progression is not a passive and one-way process, students are not only pursuing aesthetic ideals but also creating beauty. Teachers and students response to each other when they are participating in of creative activity, generated a psychological experience and achieve psychological compatibility.

Above all, In a student's eyes, psychological compatibility is based on the what kind of the teacher and affirmative judgment for the quality of teachers; For a teacher, psychological compatibility is based on feeling the active attitude to learn and showing enthusiasm in the study. The psychological compatibility may have been resulted from the composite effect of the three categories I described above. Also probably due to one or two prominent roles. Psychological compatibility based on comprehensibility, is reflected in trust. The teacher takes a leading role in achieving psychological compatibility in the psychological interactions. So, the essence of

psychological compatibility in moral education is students acceptance and recognition of the teacher.

The key of achieving psychological compatibility is the teacher. We should considering these two aspects.

(1) Having the right attitude towards students. Attitude is the establishment of a good interpersonal relationship premise. As mentioned, teacher's attitude according to their judgment will impact student's psychological compatibility for the teacher, and then influences the effect of the education. Students do not only develop their self-esteem but are also desperate for respect from others. Resolutely love and protect the entire student body. Respect the students' selfhood and treat students fairly and equally. This attitude is rooted in feelings rather than sophistication and experience,. Teacher should have a strong sense of dedication and responsibility, at the same time foster quality, justice, build up correct ideas of democracy and a teaching viewpoint. Teachers should be strict with students, but at the same time respecting and loving students is the core of teachers' professional morality. The tolerance to their mistakes is irresponsible. The "love" recoiled on them. This kind of behavior must be avoided.

(2) Make efforts to increase the quality of teachers. Students' evaluation of teachers is a product of experiential thinking, they will compare the perceptions knowledge of the teacher with the ideal teachers' paradigm to get results and make judgments. The more positive they are, the greater prestige there is in a students' mind. It is generally approved that there is a great connection between the teachers' prestige and the educational effect. There are some important components to evaluate the quality of teachers including ideological, theoretical, but also knowledge, ability, though style, work attitude, morality quality, individual character and so on. Teachers should improve their own accomplishments, to meet students' reasonable demand. They should make personal effort to achieve the psychological compatibility between teacher and student.

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