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Research on teaching reform strategies of moral education classroom in secondary vocational schools under the new media environment

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Abstract. The popularization of new media technologies has reshaped the cognitive patterns and growth environment of secondary vocational school students, and also posed brand-new challenges to the teaching mode, content carriers and education logic of traditional moral education classrooms in secondary vocational schools. As a core course for implementing the fundamental task of fostering virtue through education and cultivating high-quality technical and skilled personnel, moral education in secondary vocational schools urgently needs to advance teaching reform in adaptation to the characteristics of new media communication. Based on the vocational and practical education characteristics of secondary vocational education, this paper analyzes the practical significance of new media enabling moral education teaching in secondary vocational schools, sorts out four core dilemmas existing in current classroom teaching: lagging concepts, rigid content, single form and weak teaching faculty, and puts forward concrete and implementable reform paths from four dimensions: resource reconstruction, classroom empowerment, evaluation innovation and teacher quality improvement. It aims to solve the problem of insufficient effectiveness of traditional moral education teaching, promote the transformation of moral education classrooms in secondary vocational schools from one-way indoctrination teaching to immersive, interactive and normalized education, and effectively improve the ideological and moral literacy and professional humanistic literacy of secondary vocational school students.

Keywords: new media, moral education in secondary vocational schools, classroom teaching, teaching reform, education practice

1. Introduction

With the in-depth integration of new media technologies such as short videos, converged media and intelligent interaction into campus life, the information access channels, value formation methods, thinking and behavioral habits of contemporary secondary vocational school students have undergone fundamental changes. Secondary vocational school students are at a critical stage of value formation, and diverse online ideological trends and fragmented information can easily impact their cognition, while the rigid teaching mode of traditional moral education classrooms can no longer meet the education needs of the new era. Secondary

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vocational education takes the cultivation of applied skilled talents as its core goal. Moral education is not only the core content of quality-oriented education, but also a key support for ensuring students' career development and regulating professional ethics. Carrying out teaching reform of moral education classrooms based on the new media environment is not only an inevitable trend conforming to the digital transformation of education, but also a practical need to address the shortcomings of moral education in secondary vocational schools and implement the fundamental task of fostering virtue through education. Combined with the actual situation of moral education teaching in secondary vocational schools, this paper systematically analyzes the value of reform, existing dilemmas and innovative paths, so as to provide practical references for improving the quality and efficiency of moral education classrooms in secondary vocational schools.

2. Practical significance of teaching reform of moral education classroom in secondary vocational schools under the new media environment

2.1. Expanding the boundaries of moral education and breaking the shackles of time and space in traditional teaching

Traditional moral education classrooms in secondary vocational schools are limited to the offline teaching mode with fixed class hours and fixed classrooms, with closed education scenarios and limited teaching time, leaving after-school moral education guidance in a blank state. New media has the advantages of instant, open and fragmented communication, which can extend moral education teaching from a single classroom to students' daily online life, and build an all-day education system with in-class guidance and after-school immersion. With carriers such as online teaching platforms and campus new media accounts, moral education knowledge, professional norms and value concepts can break through the limitations of time and space, allowing students to receive moral education influence in their spare time and fragmented scenarios, effectively making up for the shortcomings of insufficient coverage and lack of sustainability of traditional moral education.

2.2. Adapting to students' cognitive characteristics and enhancing the attractiveness of classroom teaching

Secondary vocational school students generally resent boring theoretical indoctrination, and concrete, interesting and interactive content is more in line with their cognitive rules and learning preferences. Traditional moral education classrooms focus on textbook theories and oral explanations, with abstract content and rigid forms, which are difficult to mobilize students' learning initiative. Relying on diverse forms such as short videos, situational animations, interactive Q&A and virtual scenarios, new media can transform abstract moral principles and professional literacy into vivid and intuitive visual content, reduce students' understanding difficulty, eliminate the boredom of moral education classrooms, fully stimulate students' willingness to learn independently, and strengthen the appeal and penetration of moral education teaching.

2.3. Aligning with the education goals of vocational education and consolidating the foundation of talent cultivation

Secondary vocational education focuses on the cultivation of technical and skilled talents, which requires students not only to have solid professional skills, but also to adhere to professional ethics, abide by professional bottom lines and establish correct professional values. In the new media era, online chaos and utilitarian ideological trends occur frequently, which can easily mislead the professional cognition of

secondary vocational school students. By enabling moral education teaching with new media, it can accurately meet the needs of professional positions, integrate professional moral education contents such as craftsmanship spirit, honest practice and sense of responsibility, help students identify bad online ideological trends, shape positive professional values, realize the in-depth integration of "moral cultivation" and "talent cultivation", and deliver high-quality vocational talents with both morality and skills to the society.

3. Existing dilemmas of moral education classroom teaching in secondary vocational schools under the new media environment

3.1. Ossified and outdated teaching concepts and lagging cognition of new media education

At present, some moral education teachers in secondary vocational schools still adhere to the traditional exam-oriented education concept, equate moral education teaching with theoretical knowledge teaching, unilaterally focus on formal teaching objectives such as classroom attendance and knowledge point recitation, and ignore the core essence of internalized moral education. Most teachers have bipolar deviations in their cognition of new media: some excessively ignore the value of new media, stick to the one-way indoctrination teaching mode and refuse digital teaching innovation; others unilaterally rely on new media tools, blindly pile up online resources, and deviate from moral education teaching objectives and students' actual learning conditions. Lagging teaching concepts prevent new media technologies from being deeply integrated with moral education teaching, making it difficult to give play to the advantages of digital education.

3.2. Insufficient adaptability of teaching content and weak resource integration capacity

The content of moral education textbooks for secondary vocational schools has a long update cycle, tends to be theoretical and generalized, lacks pertinence and timeliness, and is short of vivid content that fits students' life and professional position development in the new media era. At the same time, online new media resources are complex and diverse, with a large amount of fragmented, entertaining and uneven information. Teachers lack systematic ability in resource screening, integration and secondary development, and cannot accurately connect high-quality online resources with textbook knowledge points. Some classrooms mechanically apply online hot content, which is divorced from the moral education teaching system, resulting in fragmented teaching content and chaotic education logic, and the effectiveness of moral education teaching is greatly reduced.

3.3. Single and rigid teaching forms and lack of two-way interaction between teachers and students

Most moral education classrooms in secondary vocational schools still follow the one-way teaching mode of "teachers lecturing and students listening", with serious formalization of classroom interaction and lack of in-depth communication and ideological collision. Even if new media tools are introduced in some classrooms, they only stay at the shallow application of courseware display and video playback, without building two-way interactive teaching scenarios. In the new media environment, students are accustomed to equal, free and interactive communication methods. The passive listening mode cannot mobilize their enthusiasm for participation, resulting in low classroom participation and insufficient thinking depth. It is difficult to achieve all-round improvement of moral cognition, moral emotion and moral behavior, and the effect of moral internalization is weak.

3.4. Uneven teacher quality and insufficient new media teaching competence

Moral education teachers are the core subject of the teaching reform of new media moral education, and their digital teaching competence directly determines the effect of the reform. At present, there are obvious shortcomings in the moral education teaching team of secondary vocational schools: middle-aged and elderly teachers are familiar with moral education theory teaching, but lack competence in new media operation, digital resource production and online public opinion guidance; young teachers are familiar with new media operation, but have weak theoretical foundation of moral education and lack systematic teaching design and education control ability. At the same time, schools lack regular special training on new media moral education, so teachers cannot update teaching methods and improve professional competence in time, and it is difficult to adapt to the development needs of the teaching reform of new media moral education.

4. Innovative paths for teaching reform of moral education classroom in secondary vocational schools under the new media environment

4.1. Updating educational thinking and cognition and establishing a new concept of digital-intelligent integrated moral education

The innovation of teaching concepts is the primary prerequisite for the reform of moral education classrooms. In view of the current problems of teachers' lagging education cognition and rigid concepts, it is necessary to completely break the traditional indoctrination education thinking, establish a new teaching concept of "new media empowerment, immersive moral cultivation and life-oriented education", and realize the in-depth integration of technical tools and the essence of moral education. First of all, schools need to build a regular teaching and research learning mechanism, carry out monthly thematic seminars on new media moral education, organize teachers to learn education digitalization policies, new media education logic and the latest teaching requirements of secondary vocational moral education, guide teachers to abandon the outdated thinking of "valuing theory over practice" and "valuing form over internalization", and clarify that new media is not a teaching ornament, but a core tool for optimizing education processes and adapting to students' learning conditions [1]. Secondly, guide teachers to transform their role positioning from knowledge imparters to value guides and online guides. Based on the characteristic of normalized online life of secondary vocational school students, integrate moral education guidance into the whole process of students' online behavior norms, online information screening and professional value shaping. In teaching, abandon the standard-answer teaching mode. For online hot disputes and professional ethics problems, design hierarchical discussion and dialectical inquiry tasks to guide students to analyze independently and think independently, and complete value internalization in ideological collision. At the same time, put an end to the abuse and overuse of new media tools, adhere to the core principle of "morality education as the foundation and technology as the auxiliary". All digital teaching methods are carried out around the goals of fostering virtue through education and cultivating professional literacy, so as to avoid the teaching misunderstanding that technology outweighs content and form outweighs effectiveness, and fundamentally improve the pertinence and scientificity of moral education teaching.

4.2. Reconstructing the classroom resource system and creating precisely adapted new moral education content

In view of the dilemmas of outdated moral education teaching content, disordered resources and insufficient adaptability, it is necessary to take the core knowledge points of textbooks as the foundation, combine the laws

of new media communication and the needs of secondary vocational education, build a three-dimensional moral education resource system of "textbook foundation + online fresh content + professional exclusivity", and realize the dynamic update and precise adaptation of teaching content. First, set up a moral education resource research and development team, which is jointly composed of key moral education teachers, professional teachers and information-based teaching specialists. Relying on tools such as CapCut, knowledge bases and vocational education digital platforms, screen and sort out high-quality resources such as positive online hot spots, deeds of great country craftsmen, industry ethics norms and online civilization cases, eliminate vulgar, fragmented and negative content, and establish a school-based moral education resource database with clear classification and real-time updates, covering diverse contents such as short video materials, situational cases, analysis of professional misunderstandings and exercise expansion, to meet the needs of daily classroom teaching [2]. Second, promote the concrete transformation of textbook content, transform abstract moral theories, rule of law norms and professional literacy knowledge points into new media content such as short videos, situational dramas and graphic interpretations that students love. For example, combine the knowledge point of "honest practice" with typical industry dishonesty cases to produce popular science short videos, and combine "sense of responsibility" with the career stories of outstanding graduates to produce documentary materials, so that boring theories are close to students' life and professional reality. Third, customize exclusive moral education resources according to the characteristics of different professional positions. Electromechanical and auto repair majors focus on craftsmanship spirit and work safety moral education content, while preschool education and service majors focus on professional ethics, humanistic literacy and communication etiquette, so as to accurately meet the education needs of positions. At the same time, follow up online public opinion and social hot spots in real time, integrate positive current affairs content into the classroom in time to make up for the shortcoming of lagging textbook update, so that moral education teaching is both theoretical, timely and professional.

4.3. Innovating classroom interaction modes and constructing new two-way immersive moral education scenarios

To solve the problems of one-way indoctrination, insufficient interaction and dull atmosphere in traditional classrooms, it is necessary to build diversified, immersive and interactive classroom teaching scenarios relying on new media technologies, reconstruct the teacher-student classroom relationship, activate students' ability of active learning and in-depth thinking, and transform moral education classrooms from "passive listening" to "active experience". First, build immersive situational classrooms. Use technologies such as VR virtual scenarios, high-definition documentary images and situational animations to restore professional position scenarios, moral choice scenarios and rule of law education scenarios, so that students can immerse themselves in the significance of professional ethics and intuitively perceive the harm of bad behaviors, replacing the abstract mode of traditional oral explanation and strengthening emotional resonance and cognitive memory. Second, build a real-time classroom interaction system. With the help of new media tools such as Wenjuanxing, classroom interaction mini-programs, bullet screen interaction and online voting, design interactive links such as in-class Q&A, viewpoint debate, situational scoring and problem collection. For themes such as online moral chaos and professional ethics problems, organize students to express their views and comment on each other in real time, break the communication barriers between teachers and students and among students, and mobilize the classroom participation of all members [3]. Third, build an in-class and after-class linkage interaction mode. Before class, push preview short videos and hot thinking questions through class WeChat groups and learning platforms to guide students to explore independently in advance; in class, carry out in-depth discussions focusing on key and difficult points and students' doubts; after class,

assign new media practical tasks, allowing students to independently produce moral education short videos, write insights on online hot spots, and participate in online clock-in activities of campus civilization, so as to extend the classroom education chain. Through the construction of multiple interactive scenarios, the rigid classroom mode is completely changed, so that moral education teaching is integrated into experience, thinking and practice, and the effectiveness of classroom education is effectively improved.

4.4. Improving the training and evaluation mechanism and building a new long-term moral education system

In view of the problems of weak teacher competence, single evaluation system and insufficient long-term effectiveness of education, it is necessary to build a sound mechanism from three dimensions: teacher training, teaching evaluation and education guarantee, so as to provide long-term support for the teaching reform of new media moral education. In terms of teacher training, schools establish a hierarchical special training system: for middle-aged and elderly teachers, focus on training in new media tool operation and digital resource production; for young teachers, focus on training in moral education theory, classroom teaching design and public opinion guidance ability. At the same time, build inter-school exchange and online research platforms, regularly organize teachers to participate in new media moral education teaching competitions and high-quality course observation activities, promote learning through competitions and improve ability through practice, and comprehensively improve teachers' digital-intelligent moral education teaching literacy. In terms of teaching evaluation, break the single written examination mode, build a multi-dimensional evaluation system of "process-based + practical + digital", include students' classroom interaction performance, online learning achievements, moral education practical works, online behavior literacy and professional cognition improvement into the evaluation scope, and record students' moral education growth trajectory with the help of big data platforms, so as to realize the combination of quantitative evaluation and qualitative evaluation, and the integration of online and offline evaluation [4]. In terms of education guarantee, schools improve the management system of new media moral education teaching, clarify digital teaching norms and resource use standards, and prevent bad online resources from entering the campus; build a campus new media education matrix, and regularly push positive moral education content relying on campus official accounts, video accounts and class new media platforms, so as to create a digital education atmosphere of all-staff, whole-process and all-round [5]. At the same time, establish a teaching feedback optimization mechanism, regularly collect students' classroom learning feedback, dynamically adjust teaching modes, resource contents and interaction forms combined with teaching effects, continuously optimize the quality of moral education classroom teaching, and build a long-term and stable new media moral education system.

5. Conclusion

The advent of the new media era has provided brand-new opportunities for the teaching reform of moral education classrooms in secondary vocational schools, as well as brand-new challenges. The traditional rigid moral education teaching mode can no longer meet the education needs of secondary vocational schools in the new era. Only by basing on the communication characteristics of new media and the growth characteristics of secondary vocational school students, actively breaking through the multiple dilemmas of teaching concepts, content, forms and teaching faculty, and promoting the digital, life-oriented and professional transformation of moral education classrooms with concept innovation as the guide, resource reconstruction as the foundation, scenario innovation as the core and mechanism improvement as the guarantee, can we completely solve the problem of insufficient effectiveness of moral education teaching. In the future, moral education teaching in

secondary vocational schools needs to continue to delve into the advantages of new media education, continuously optimize the path of teaching reform, adhere to the fundamental task of fostering virtue through education, give consideration to ideological guidance and professional literacy cultivation, make moral education classrooms truly enter students' hearts and meet professional needs, and help secondary vocational school students grow into new-era vocational skilled talents with integrated moral cultivation and skill development and all-round development.

Authorship

Wang Rong and Tian Yiding are co-first authors. Tian Yiding was primarily responsible for the investigation of the real-world context of this study. Through literature review and field research, he systematically analyzed the practical challenges, policy orientations, and practical needs of moral education classroom reform in secondary vocational schools under the new media environment, providing a solid foundation for the research. Wang Rong was mainly responsible for designing innovative pathways and writing the entire paper. Based on the analysis of the real-world context, she proposed a targeted framework for teaching reform, innovatively integrating new media technologies with moral education practices. She also independently completed the overall structure design, logical argumentation, case integration, and academic expression of the paper, ensuring both academic depth and high-quality writing.

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