
思想品德课中的诚信教育探究

摘要

作为我国社会主义核心价值观的组成部分之一，诚信问题已经变得越来越引人关注，也正因此，国家也正大力推动社会诚信体系的建设与完善。个人发展需要诚信，社会发展也需要诚信。对于初中生而言，思想品德课是诚信教育主阵地，结合初中生的身心特点，开展思想品德课中的诚信教育研究，具有重要的现实意义。

在当今时代，随着校园文化的不断发展，再加以学校努力拉近与社会、家庭之间的关系，使得众多力量都成为了推动诚信教育发展的助力，从而令思想品德课中的诚信教育在当今时代取得了显著成绩。然而，还存在诸多问题，主要有：思想品德课教材中，诚信主题的内容不足，“诚”与“信”的比例不平衡，诚信动力源不科学；僵化的教学内容、固定的教学地点以及秉承传统的教学方法依旧是思想品德在教学中所存在的严重问题；学校制度中安排课时不合理，诚信评价标准与主体单一；家庭的教育理念与思想品德课程中的诚信教育内部之间存在这一区别；学生诚信意念不坚定等。针对这些问题，进行了社会问卷调查，调查结果对其他学者的结论进行了验证、补充。

为了解决这些阻碍诚信教育发展的的问题，笔者以为可以运用这些方法以通过加强思想品德课的教学效果加以解决：为了使得教材中有关诚信内容不足的问题得以顺利解决，可以采用渗透教学法；案例教学法能够调整课本知识中偏重道德诚信，法律诚信、制度诚信内容不足的现象，改善诚信动力源不合理的现状，是对传统诚信教育教学方式的一种改进；参与式教学法可以弥补传统教学方法的不足，打破教学地点固定化的局面，将教学延伸到课堂外，改变评价主体一元化的情况；而为了改变采用单一的诚信教育评价方式的现状，我们可以采用个人诚信记录袋这一针对性策略；诚信意念锻炼法通过对受教育者诚信意志的锻炼可以很好的加强受教育者的诚信意志，更好地实现诚信行为。除此之外，本文还针对如何提高思想品德课程中诚信教育的效果而提出了包括针对部分思想品德课教师不具备教师素养的问题而实施严格的聘请制度；学校加强监督力度、设立校长信箱改善部分教师诚信不足；通过将现有的活动与诚信教育进行相结合，从而能够大大扩大思想品德课中有关诚信教育的教育时间；及时与家长之间进行沟通交流，保持紧密联系。

关键词：思想品德课；诚信教育；问题；对策

A Research on Integrity Education in the Course of Ideology and Morality

Abstract

Integrity is an important part of core socialist values while the integrity issue now arouses great public concern in the whole society, at the meantime, the construction of social integrity is in its full swing. Integrity is highly needed in both individual and social development. For junior school students, the course of Ideology and Morality is regarded as the main position for their integrity education, thus it is of great practical value to conduct the research on integrity education based on students' physical and mental health.

The current integrity education in the course of Ideology and Morality has made remarkable achievements which is reflected in two aspects: firstly, in an effort spearheaded by core socialist values, the construction of campus culture has offered favorable environment for integrity education; secondly, the strengthened contacts among the school, family and society has also contributed to the integrity education. However, problems still remain here, such as the insufficient content in textbooks of Ideology and Morality, the imbalanced ratio between "integrity" and "trustworthiness" and the unscientific motivation of integrity. What's more, in the course of Ideology and Morality, the problems of rigid teaching materials, traditional teaching methods and fixed teaching places still remain to be solved; the arrangement of teaching hour in school system is unreasonable while the criteria and subjects of integrity evaluation far away from being multiple. In addition, the family education is inconsistent with integrity education in the course of Ideology and Morality and students' will of integrity is not firm. For these problems, the writer of this paper conducted a social questionnaire so as to verify and supplement the findings made by other scholars.

All of these problems could be solved in the teaching of Ideology and Morality by methods as follows: infiltration teaching method is very effective solving the problems

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