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Reviews

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paperback. Book Condition: New. Ship out in 2 business day, And Fast shipping, Free Tracking number will be provided after the shipment. Paperback. Pub Date: November 2003 Pages: 408 Language: Chinese in Publisher: Jiangsu Education Press contemporary education theory Series: Moral Education in the modern practice of research (New Century Version) The focus of the research is the development of students under the guidance of the concept on the basis of ideology and morality and their education in primary. secondary and university students conducted a systematic survey analysis. the modern practice of Chinese moral depth of rational thinking. at the same time. explore the success of the process of moral practice experience. enhance operating mode of universal significance. Human. material. mainly in Shanghai. Xi'an. Nanjing. select a number of large. medium primary school for the practice of exploration and research base. ranging from key high schools. the Experimental Primary School. another general secondary schools and primary schools; both cities and Outskirts primary and secondary schools in rural central school. another public school or even a converted school. After three years of research and practical exploration (some schools longer). we analyze large amounts of data. have a more clear understanding of the large. medium and moral outlook and moral status of the pupils. and moral development trends and The prospects for reform have overall grasp. Contents: Preface the first rational thinking trends of the new century moral characteristics of the modern moral education mode experience moral explore the interaction between teachers of moral education guidelines Preliminary theory - educated morally the second Survey compulsory education students' ideological and moral Nanjing middle and elementary moral education status quo Survey and analysis of the survey of high school students 'ideological and moral status quo analysis survey report Contemporary University Students' Moral cognitive status quo...



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