



# 服务德育论

何玉海 著

现代学校教育的新视域

21世纪的教育

本真的德育

应然的德育

F U W U D E Y U L U N

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# 序 言

德育是全面发展教育的组成部分。在我国,从周代起,中华德育的基本理论和实践已趋于成熟。在古代,汉语中没有与今天所用“德育”概念完全对应的语词。古代思想家、教育家们使用像“教化”、“教育”、“德教”、“德化”、“文化”、“开化”、“陶冶”、“陶育”以及“教”、“齐之以礼”、“化民成俗”、“化性”等等来表达与“德育”相近似的相近意涵。“近代‘德育’最早语源可能出现于20世纪初第三四年,但有关‘德育’确切出处尚未查阅到,难于最后确定。不过,王国维于1906年发表了《论教育之宗旨》一文,提出了以德育作为教育重点,体、智、德、美四育并重的主张,强调教育之目标在培养‘完全之人物’。同年,《东方杂志》发表《论女学宜注重德育》一文提出,女学之宗旨不外乎智育、体育、德育三大端,尤以德育最宜注重。因此,‘德育’概念之使用,在本世纪初已经成熟。”

1956年,前苏联教育家凯洛夫《教育学》的中译本中出现了广义的德育概念。1957年毛泽东正式地将德育同智育、体育基本概念并列起来,并对学校教育要培养德、智、体全面发展的人提出了具体要求。德育一词或者是作为道德教育的简称或同义语,或者是外国道德教育(moral education)的中译。1994年8月22日,中共中央下发了《爱国主义教育实施纲要》,同年8月31日,又下发了《关于进一步加强和改进学校德育工作若干意见》,“实体德育学科”的概念正式被官方使用与认定。随后作为“实体学科”概念的“德育”便在我国的教育工作中推广开来,直至今日。现在作为“实体学科”概念的“德育”,通过不同的课程来实现其思想教育、政治教育、法制教育、道德教育以及心理等的教育功能。

德育是全面发展教育的一个重要的组成部分,在人的全面发展中具有不可替代的作用。然而,由于“科技革命”和“全球化”的影响,由

于市场经济的冲击,我国的德育受到了前所未有的严峻挑战。一方面整个社会的道德素质水平下降;另一方面,学校德育的理论与实践也出现了诸多问题和误区。正像鲁洁教授指出的那样,当前德育理论和实践出现了“人学空场”现象。德育“既不是以人特别是受教育者为主体的,它所传授的又是剥离了人性内涵的空洞的道德规范,在实施中又背离了把握人性所特有的过程和规律。正因为如此,本来应当是充满了人性魅力的德育,变成毫无主体能动、没有道德意义、枯燥无味、令人厌烦的灌输和说教”。她强烈呼吁新世纪的德育“必须从这种传统模式中走出来”。那么如何才能摆脱目前我国学校德育的困境,实现本真意义的德育呢?何玉海博士的博士论文《论服务德育》系统地回答了这个问题。今天在其博士论文基础上修改而成的《服务德育论》的出版,本人以为具有重要的理论意义。

作者认为,“服务德育”,不同于“大德育”,也不是“小德育”。服务德育是指在学校教育工作中,教育工作者根据学生身心不断发展的需要和一定社会的要求,在充分尊重人的本质和教育本质的前提下,采取言传、身教等多种方法,通过课程教学、实践活动、生活交往、管理工作以及环境养育等途径,为学生提供一种持续改进的教育服务,以帮助学习者生成和发展良好的综合道德素质的一种有意识和无意识的活动和过程。“服务德育”是一种德育理念,其基础是“教育服务观”。“教育服务观”,即“教育为学习服务”、“为人的发展服务”。“服务德育”把教师的“教”看成是“教师职业”实现的过程;把学生的“学”看成是自主创新性学习和自我教育过程。就教育工作者而言,德育的过程就是提供教育服务的过程;就学生而言,德育的过程,就是通过接受教育服务自我生成良好的综合道德素质的过程。服务德育实际上就是本真的德育,就是应然的德育!据此,作者不但提出了“教育服务”理论,论述了服务德育的本质与内涵,而且系统建构了这一理论体系。工程浩大,字里行间充满之对本真教育的探索与追求。

目前,我国的德育理论与实践中的确存在着许多误区。“功利教育”,致使德育遭遇冷落;“工具教育”,致使德育名存实亡;理论研究的误区,致使德育无所适从;教育教学的分离,致使学校德育残缺不全;方法途径的单调,致使学校德育功效甚微;管理体制的分治,致使学校

德育步履维艰。由于这些问题和误区的存在,我国当前德育正处在一个十分尴尬的境地,这已严重地影响了和谐社会的构建。为摆脱困境,许多专家学者都在竞相探讨,苦苦寻求出路,试图探索一条既切合中国文化与国情,又尊重人的本质和教育规律的德育理论与实践之路。《服务德育论》抓住了关键。想必该书的出版对我国的教育,尤其是学校德育可能会产生独特的影响。



2011年5月5日

# 摘 要

德育是教育的重要组成部分,在人的发展中作用不可替代。然而,一方面,随着科学技术的迅猛发展,教育理念与教育范式在悄然发生转变;另一方面,由于受市场经济与“教育全球化”的冲击,德育也面临着严峻的挑战,学校德育更是步履维艰。面对新挑战,我们需要重新审视教育;面对德育困惑,我们需要重新理解德育。如何走出困境,这是教育界在一直关注和探讨的课题。然而,什么样的德育才能真正体现对“人”的最大尊重,才能反映学校教育的本质功能,才更为科学有效?“服务德育”能系统地回答这个问题。

“服务德育”,不同于“大德育”,也不是“小德育”。服务德育是指在学校教育工作中,教育工作者根据学生身心不断发展的需要和一定社会的要求,在充分尊重人的本质和教育本质的前提下,采取言传、身教等多种方法,通过课程教学、实践活动、生活交往、管理工作以及环境养育等途径,为学生提供一种持续改进的教育服务,以帮助学习者生成和发展良好的综合道德素质的一种有意识和无意识的活动和过程。

“服务德育”是一种德育理念和德育方法,其基础是“教育服务观”。“教育服务观”,即“教育为学习服务”、“为人的发展服务”。“服务德育”把教师的“教”看成是“教师职业”实现的过程;把学生的“学”看成是自主创新性学习和自我教育过程。就教育工作者而言,德育的过程就是提供教育服务的过程;就学生而言,德育的过程,就是通过接受教育服务自我生成良好的综合道德素质的过程。服务德育实际上就是本真的德育,就是应然的德育!

“论服务德育”,在充分的理论与实证研究的基础上展开,沿着一条严谨的逻辑线路,系统地研究并建构了一个完整的基于“教育服务观”的德育理论体系——服务德育理论体系:

为学生提供德育服务是学校德育的本质内涵。“服务德育”中的“服务”不是一般意义上的服务,而是根据组织功能学原理,把学校组织的一切教育活动都看作是向学生提供教育服务的活动和过程。把教育工作者看作“提供教育服务者”(服务者)、“导师”、“帮助者”、“促进者”,而把学生看作“教育服务的接收者”、“学习者”、“顾客”。学校德育就是教育工作者向学生提供德育服务,以帮助和促进其良好的综合道德素质的生成和发展的活动和过程。

学校德育需要树立“教育服务观”,实现观念的转换。一是,实现“四个转变”,即实现学校角色由事业单位向“服务组织”的转变,学校产品由“学生”向“教育服务”的转变,教师角色由“教育者”向“服务者”的转变,学生角色由“产品”向“顾客”的转变。二是,变更“四个关系”,即校生关系由主与从到双方契约合作,师生关系由支配与被支配到二者平等,教学关系由主与辅到辅与主的归位,教育教学关系由相互分离到二者回归一体。三是,确定“四个责任”,即学校责任为学生服务,教师职责帮助学生自主学习,学生责任自主创新性学习,家长责任抚育学生健康均衡成长,社会责任引导学生全面和谐发展。

服务德育是全新的理论体系,其目的是可测量可实现的德育目的。“为学生综合道德素质的生成与发展提供持续改进的服务,让学生满意”是服务德育的直接目的。这一目的既可测量又可以实现。“为帮助学生生成和发展社会(包括家长、用人单位、国家等)需要的某种品格服务,让社会满意”,是服务德育的间接目的。间接目的是通过学生,也只能通过学生才能实现。学校德育只能确保达到直接目的。

服务德育目标是可测量可实现的目标。“为学生提供德育服务的质量预先设定的标准或要求”,这就是学校德育的直接目标,这一目标是实实在在的,是可测量且可实现的。“学生综合道德素质的生成与发展”,“社会、国家需要的某种人才的品格生成与发展”,这是学校德育的间接目标,这一目标只能通过学生,并且由学生来实现。学校德育只能确保实现直接目标。

服务德育原则是牵动学校德育工作的魂。在帮助学生生成和发展良好的综合道德素质的活动和过程中所遵循的准则,这就是教育工作者应遵的德育原则。教育工作者应遵的十大德育原则,突出地强调

了教育工作者的“帮助”与“促进”作用。学生在良好的综合道德素质的生成与发展过程中也应遵循一定原则。学生自我教育应遵循四大德育原则,教育工作者要引导和帮助学生遵循这些原则,这本身也是德育活动和过程。

服务德育方法是各种方法的适宜优化和有效运用。服务德育方法,是指为实现德育目标、达到德育目的,教育工作者依据德育基本原则向学生提供德育服务时所采用的方式、手段与程序的组合,以及学习者在教育工作者的帮助下,在自我教育活动和过程中所采用的方式、手段与程序的组合。服务德育的方法是在德育原则指导之下,一个由“教育工作者采用的具体德育方法”和“学生自我教育的方法”构成的德育方法体系。服务德育“有法,但无定法”,方法无对错之分,只有妥当与否。因此,方法要因时、因地、因情、因境不断调整,持续改进。

服务德育途径是客观存在的,要适时发掘与有效利用。服务德育途径是指,教育工作者在采取适宜的方法向学生提供德育服务与学生在接受德育服务并生成和发展综合道德素质的活动和过程中,客观上须经历的路径或渠道。德育的途径很多,存在于社会生活的方方面面。德育往往需要通过多种途径方能奏效,要适时发掘和有效利用才是。

服务德育内容是一切有益于学生成长的实质性媒介物。即,道德观念、道德规范、政治态度、世界观、法制意识以及身心健康准则等的实质与意义,服务德育的内容是课程的主要构成要素,由不同的内容模块构成。

服务德育理论是一个体现教师职业服务特征的理论体系。这一理论体系以“教育服务观”为支撑,同时运用“过程方法”和“管理系统的方法”,从教师职业实现过程入手,设计了一个基于教育服务观的“服务德育的运行过程模型”,并整体建构了服务德育理论体系。

总之,服务德育,是“以人为本”教育的具体体现。实施服务德育,才能真正把学习的权利、学习的快乐、学习的自由以及人格尊严还给了学生,才能帮助和促进学生良好的综合道德素质的生成和发展。一句话,服务德育就是本真的德育,应然的德育。

**关键词:**教育服务观 服务德育 服务者 学习者 自主创新性学习与自我教育

# Abstract

Moral education, which is the most important part of our education, plays a big role and can not be replaced in all-round development of students. However, on one hand, with the rapid development of science and technology, the ideas of education and education paradigm have already been in the stage of transformation; on the other hand, because of the impact of market economy of modern society, the influence of new technology and “globalization of education”, moral education has to be confronted with many difficulties and challenges, and so does the school moral education. With the new difficulties and challenges mentioned above, we should reconsideration the essence and nature of our education and moral education. It is a question much concerned and studied by educational circle how to get out of the situation. And yet, what is the moral education, which can lay much stress on humanity, which can fully express the education of essence and nature that a school should be possessed of, and which can be both scientific and effective? The Service-Oriented Moral Education can give us the answers in details.

Service-Oriented Moral Education is different from the “Big Moral Education” (refers to “the school subject moral education”) as well as “Small Moral Education” (refers to moral education in a narrow sense or moral education itself). Service-Oriented Moral Education means, in school education, according to the continuous requirements of body-mind development of students and that of the society, with fully consideration of humanity and essence of

education, the educators offer the students educational services which continuously improved, by means of variety of methods such as personal example as well as verbal instruction etc. in curriculum instruction, practice activities, communication in school life, management of school education and environment cultivation, in order to help and promote the students to cultivate good and comprehensive moral fibers. These conscious and unconscious activity and process are called Service-Oriented Moral Education.

Service-Oriented Moral Education is of a moral education idea and method based on “Service-Oriented Educational Theory”. “Service-Oriented Educational Theory” means “education services learning”, “education services human development”. Service-Oriented Moral Education regards teachers’ “instruction” as the process of execution of profession of teachers’, while students’ “learning” as the process of autonomy-creativity learning and ego integrity. As for educators, the process of moral education is that of educational services offering; as for students, the process of moral education is that of educational services acceptance as well as the process of ego integrity.

The discussion on Service-Oriented Moral Education is subject to amply theoretical studies and positive research, and is of rigorous logicity. A moral education philosophizing system based on “Service-Oriented Educational Theory”— Service-Oriented Moral Education Theory, has been fully constructed.

Educational services-oriented is the essential quality and connotation of school moral education. The “service” in Service-Oriented Moral Education, is not the general meaning, but regards all the school educational activities as the activities and processes of educational services, according to the principle of organizational function. Service-Oriented Moral Education regards educators as “educational service personnel (i.e. professional staffs)”, “tutors”, “assistants”,

“facilitators”, while treats students as “recipients”, “autonomy-creativity learners” and “customers”. School moral education is the activity and process that “service personnel” offer students educational services to help and promote the students to cultivate good and comprehensive moral fibers.

School moral education should establish Service-Oriented Educational Theory. First, implement “four transformations”, i.e. to make school roll from “institution” shift to “service organization”; school product from “students” shift to “educational service”; teachers’ roll from “educator” shift to “educational service personnel / professional staff”; students’ roll from “product” shift to “customer”. Second, transit “four relationships”, i.e. make school-student relationship from “subordination” shift to “mutual collaboration”; teacher-student relationship from “domination” shift to “coequal”; teaching-learning relationship from “primary and secondary” shift to “secondary and primary”; education-teaching relationship from “mutual separation” shift to “mutually conjugate”. Third, ascertain “four responsibilities”, i.e. serving the students is the responsibility of schools; helping the students to learn independently is the responsibility of teachers; autonomy-creativity learning is the responsibility of students; nurturing the students is the responsibility of parents; conducting the students to develop comprehensively and harmoniously is the responsibility of society.

Service-Oriented Moral Education is a new philosophizing system, and the aim of Service-Oriented Moral Education, can not only be measured, but also can be carried into reality. “To satisfy the students with educational services offered which are continuously improved to help and promote the students to cultivate good and comprehensive moral fibers”, this is the direct aim that can come true. “To satisfy the society with educational services to help and promote the students to cultivate some moral characters demanded by

society (including parents, social organization, country etc.)”, this is the indirect aim which can only be conducted indirectly via students, the agent. And school moral education can only make the direct aim come true.

The object of Service-Oriented Moral Education is real and measurable. The standard or quality requirements of moral educational services regulated beforehand is called direct object of school moral education. The direct object moral education is both real and measurable. “The cultivation and development of good and comprehensive moral fibers of students”, “The cultivation and development of some moral characters demanded by society”, these are indirect object and can only be conducted indirectly via students, the agent. As for school moral education only the direct object is both measurable and real.

The principle of Service-Oriented Moral Education is compared to a soul which guides school moral education activities. In the activities and processes of helping and promoting the students to cultivate good and comprehensive moral fibers, educators should follow ten principles of moral education, which fully emphasize the functions of “helping” and “promoting” of educators. Furthermore, the students should also abide by four principles of moral education in their cultivation and development of good and comprehensive moral fibers. It is moral education itself, for educators, helping the students follow the principles.

The method of Service-Oriented Moral Education is of optimal design of methods and exercise of them effectively. For the purpose of realization of the object and aims of moral education, the procedures and steps taken by educators in moral educational services offering, and that taken by students in their activities and processes of ego integrity, are called Service-Oriented Moral Education methods. That is to say, the method of Service-Oriented Moral Education is a

method system composed of procedures and steps taken by both educators and students. There lie methods in Service-Oriented Moral Education exactly, but no fixed methods indeed; there are not right or wrong methods, but suitable or proper ones. So the methods of Service-Oriented Moral Education should be optimally designed and continuously improved at any time according to the situation.

The way of Service-Oriented Moral Education, the author believes, is of objective reality. The way of Service-Oriented Moral Education is the objective pathway and channel, of which educators must experience in their moral educational services offering, of which students experience objectively in their cultivation and development of good and comprehensive moral fibers. There are many ways to conduct school moral education, and the ways exist in all fields and common life of society. Actually, we should optimally design and make full use of ways of moral education; only thus can we make achievements.

The content of Service-Oriented Moral Education refers to the entire medium that has material meaning and is good for students' moral fibers cultivation, e.g. view of value, moral norms, political attitude, view of the world, awareness of law, physic-mental health criteria etc. The contents of Service-Oriented Moral Education which reveal themselves as different module parts are the cardinal factors of curriculums of moral education. Service-Oriented Moral Education believes that it is necessary to provide as much as possible the materials for students to use, so that it can help and promote the students to cultivate good and comprehensive moral fibers.

Service-Oriented Moral Education theory is a kind of philosophizing system which can better reveal the features of profession of teachers'. Service-Oriented Educational Theory is the basic philosophizing system of Service-Oriented Moral Education. On the basis of Service-Oriented Educational Theory, by means of "Process Ap-

proach”, “System Approach to Management”, the Service-Oriented Moral Education Theory System as well as “the Operating Process Model” has been established.

In conclusion, Service-Oriented Moral Education is the embodiment of “human-centered” education. So the author believes it is urgent necessary to implement Service-Oriented Moral Education in schools. Only thus can we give back learning right to students, happiness to students, and freedom to students, and dignity of human personality to students; can we help and promote the students to cultivate good and comprehensive moral fibers. And indeed, Service-Oriented Moral Education is the education of essence and nature of school moral education!

**Key words:** Service-Oriented Educational Theory, Service-Oriented Moral Education, educational service personnel (professional staff), autonomy-creativity learner, autonomy-creativity learning and ego integrity.

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