

Responsibility Education: Reflections on the Construction of an Innovative Country

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Abstract: Responsibility education is an education based on individual freedom. Respect for individual freedom determines individual responsibility. The traditional concept of responsibility education overemphasizes students' obedience to moral obligation and does not respect students' individual freedom, so it is not conducive to students' growth. Under the background of building an innovative country, we should change the traditional training concept and training mode, through value clarification and scenario analysis, so that students can cultivate the spirit of innovation in the understanding of responsibility. Through caring teacher-student relationship and parent-child relationship, students can experience the sense of responsibility in the relationship construction. Through independent and collaborative activities, students can develop a sense of responsibility in teamwork. Through self-government, democratic management, so that students in practice to develop the ability of responsibility; Through role taking, students can strengthen their sense of responsibility in critical creation.

Keywords: Responsibility, Responsibility Education, An Innovative Country, Free Choice.

1. Introduction

Building an innovation-oriented country needs a large number of innovative talents in line with the needs of social development, and the most basic and important quality that a qualified innovative talent should have is to have a strong sense of personal responsibility and social responsibility. Therefore, in line with the construction of an innovative country in the new era, the cultivation of "responsible persons" has become a new mission of civic moral education. However, under the influence of traditional educational concepts, responsibility education in modern school educational practice presents the present situation and characteristics of not adapting to the cultivation of "responsible person". So, how should we change the responsibility education in practice and make it adapt to the requirements of building an innovative country? This paper starts with the understanding of responsibility and the connotation of responsibility education under the construction of an innovative country, analyzes the current situation and characteristics of responsibility education under the traditional educational concept, and focuses on the reform of school responsibility education in the construction of an innovative country in the new era.

2. Responsibility and Responsibility Education

What is "responsible education"? The understanding of this concept should be based on the understanding of the connotation of "responsibility". For the connotation of "responsibility", there is no unified view at home and abroad. Generally speaking, the so-called responsibility refers to "the free confirmation and conscious obedience of the agent to the social task in a specific social relationship" [1]. It has basic, intrinsic and selective characteristics. The basis of responsibility is embodied in the individual and the society. From the individual perspective, "responsibility provides growth points for other qualities" [2]. From the social perspective, as a kind of moral existence in the society, people

must bear and fulfill their responsibilities in social relations. The intrinsic character of responsibility mainly refers to the individual's recognition and practice of his own responsibility, which reflects the sublimation of human moral spirit. The selectivity of responsibility refers to the ability of people to choose their behavior based on free will in life practice.

Corresponding to the concept of "responsibility", "responsibility education" refers to a kind of social activity in which educators promote the formation of students' sense of responsibility and quality of responsibility by exerting a purposeful, systematic and continuous educational influence. Its highest state is to internalize the sense of responsibility into the students' intrinsic quality of responsibility and conscious behavior of responsibility. When thinking and exploring the problem of responsibility education, the grasp of the concept of responsibility education should pay attention to the following aspects: First, the purpose of responsibility education is not "the church is obedient", "the church is obedient", but "the church chooses" and "the church is responsible". Traditional moral education tends to imparting or even inculcating the moral values and norms recognized by society to students, aiming at promoting the socialization of students and becoming "obedient" and "obedient" members of society, which will only limit the development of students' wisdom and rationality; Secondly, responsible education is the education that respects students' subjectivity. This is the premise of effective responsibility education; Finally, responsibility education needs educators to have a purpose, system, continuous guidance and promotion, and to establish a reasonable environment for responsibility education.

So why should one take responsibility? To what extent and to what extent can he be held responsible for his actions? The classic Marxist writers put it this way: "A man can be fully responsible for his actions only when he has complete freedom of will to act." [3] It can be seen that, from the sense of ethics, the choice of individual responsible behavior and the assumption of responsibility are the unity of freedom and necessity, that is, people's choice of their behavior lies not only in their freedom, but also in the restriction and restriction of objective necessity. Without freedom it is difficult to speak

of responsibility, and without necessity it is impossible to hold people accountable. Freedom is not absolute freedom, and responsibility is not complete responsibility without freedom. Therefore, there are two preconditions for a person to assume responsibility for something: first, the act must be done voluntarily by the subject, of course, he also has the possibility of not doing this act, which indicates that the subject has freedom; Another premise is that this behavior is the inevitable result of its choice, and the consequences of this behavior and this behavior have a necessary connection, which shows that there is a causal law and necessity between the behavior and the consequences. When these two aspects coexist at the same time, it determines the individual's responsibility for his behavior.

When we say that a person should take responsibility for his actions, it is based on the premise of respecting the individual freedom of man. In a society where personal attachment is the main form of existence. As the subject status of the individual is restrained and the subjectivity cannot be brought into play, there is no real freedom of personality, and the responsibility of the individual becomes external coercion and oppression, and the real responsibility education becomes neither necessary nor possible. In addition, taking responsibility is also an inherent need of social development. Morality, as a special form of human activity, is an important means to coordinate the relationship between man and man, man and society from the day it came into being. As a social existence, human beings need to bear corresponding responsibilities in the process of socialization, which is conducive to promoting the development of society. This is also the significance of asking a person to take responsibility and advocating responsibility education.

3. Responsibility Education Under the Traditional Education Concept

China has always attached importance to the responsibility of the young generation education, such as Confucius's "should not give in", Mencius's "let me be who he is", Zhang Zai's "for heaven and earth, for the life of the people, for the sage to follow the study, for the peace of the world", Gu Yanwu's "the rise and fall of the world, every man has the responsibility", Li Dazhao's "iron shoulder moral responsibility", all show a high sense of responsibility for the country and society. However, in the traditional society with the "family-imperial power" relationship as the axis, people were in a state of social dependence, and members of the society had no personal rights, but only the responsibility, obedience and obedience to the ruler. People trained by education were also "subjects" and "obedient" serving the ruling class, and it would not produce so-called "citizens", so there was no responsibility education.

Since modern times, people have tried to establish a social system centered on the "individual-state" relationship [4]. However, based on the great significance of a strong state for China's social transformation, the education under this system construction still emphasizes too much the responsibility and obligation of individuals to society, and it is difficult to fully respect individual freedom. In this case, the characteristics of school responsibility education also emphasize more on students' obedience to moral obligations, the instilling of responsibility knowledge and the mandatory constraints on others and social responsibility. There are still deficiencies in respect of students' individual freedom of choice, students'

subjective participation consciousness and the level of responsibility education.

Since the reform and opening up, with the rapid development of the economy and the continuous improvement of living standards, China's political system reform has been continuously promoted, and the construction of democratization and legalization has been gradually deepened, and people have gradually begun to have their own "decision-making power". Under this background, a series of reforms in the field of education, especially in the field of moral education, also began to pay attention to people's subjective consciousness and people's free choice. Accordingly, responsibility education began to attract people's attention in the field of moral education.

4. Implementation of Responsibility Education in the Construction of an Innovative Country

Socialism with Chinese characteristics has entered a new era. In the new era, to achieve economic development from rich to strong, we must first strengthen the construction of an innovation-oriented country. The so-called "innovation-oriented country" means that it takes scientific and technological innovation as its basic strategy, greatly improves its scientific and technological innovation ability, and forms an increasingly powerful innovation advantage. Talent is the foundation and core element of innovation. To build an innovation-oriented country, we first need to cultivate innovative talents. Innovative talents not only need a good spirit of innovation and ability, but also should have a strong sense of responsibility. Especially in the new era, a person with imperfect knowledge can use morality to make up for it, but the more a person with imperfect morality has mastered the most cutting-edge knowledge, the greater the harm to society. Therefore, the need for "responsible person" will train students' responsibility consciousness and improve students' responsibility ability, push to the first place in school responsibility education. Therefore, school responsibility education must develop a systematic and comprehensive practice strategy. The author believes that the implementation of student responsibility education can start from the following aspects:

4.1. Clarify the value through the situation, so that students can cultivate the spirit of innovation in the understanding of responsibility

Whether talents can take root, release and stimulate vitality, the key lies in the environment, and the core lies in culture. The model of reference value clarification attaches importance to the guiding role of teachers and the main role of students, creating a more relaxed, more open, free and equal atmosphere, which is conducive to the students to make moral judgments through scenario analysis and gradually form correct values. Around the responsibility dilemma, through the value clarification, organize students to discuss, the first need to design an appropriate dilemma situation. Dilemma scenario, "mostly hypothetical scenario as a means, the purpose is to through the detachment of students, as far as possible in an objective and fair position to think about moral problems, compare moral values, solve moral problems, so as to train their moral thinking (perception, judgment, reasoning, etc.) ability and moral sensitivity." [5] For example, loyalty,

honesty, and abiding by school rules and regulations are all norms that students must abide by in school life. However, in the treatment of friends in the examination fraud, these norms will have an unavoidable conflict, "friends should not expose the examination fraud?" It becomes a dilemma. Faced with this scenario, students have to think carefully, study deeply, and make difficult choices. In addition to designing appropriate problem scenarios through moral situational textbooks, so that students can experience and understand the sense of responsibility, schools can also create external responsibility environment through the development of responsibility activities inside and outside the school, so that students can receive responsibility education through personal practice and situational experience, and feel the process of responsibility formation more completely. For example, schools can create a good atmosphere of responsibility through a series of school classes such as themed class meetings, civilized etiquette education activities, and campus class culture creation activities, and a series of off-campus practical activities such as spring outings with students, so that students can understand responsibility in situational analysis.

4.2. Through the caring teacher-student relationship and parent-child relationship, students can experience the sense of responsibility in the relationship construction

Good teacher-student relationship, personal relationship, can stimulate students positive emotional experience. In the process of school education, only by establishing a caring teacher-student relationship can students learn to care about themselves and others in the feeling of being cared for, learn to cherish life, independently find their own life direction, and cultivate a true sense of responsibility with rights. To construct the relationship between teachers and students with "caring" as the core, teachers should: First, teachers should become active promoters of students' moral development. In the implementation of responsibility education, teachers can provide students with a broad space for free choice, so that students can feel the atmosphere of mutual respect, democracy and equality, so that students can consciously cultivate a sense of ownership in the process of choice. In the design of activities, teachers can design a variety of colorful activities, in order to realize various responsibilities through various relationships in real activities. Secondly, teachers should play an exemplary role. To build a caring teacher-student relationship, teachers must sincerely care about the development of students' overall life, face up to the lack of each student's intellectual development, and actively, correctly and objectively evaluate and encourage students. Because family is also an important place for students to form a sense of moral responsibility, school moral education also needs the cooperation of family moral education in order to show good results.

4.3. Through independent and collaborative activities, students can develop a sense of responsibility in teamwork

The core of building an innovative country is innovation, and the key is scientific and technological innovation. Scientific and technological innovation cannot be accomplished by one person alone. It requires good

communication between people and cooperation between teams. To cultivate students' sense of responsibility through independent and cooperative activities, first of all, teachers should respect students' freedom in education ideology and avoid infusing education. The principles and methods of moral education should start from the students' subject, safeguard their rights and dignity, liberate their imagination and creativity, and make them the creators of new life. In terms of content, moral values that are valuable to students should be imparted, so that it can guide students' moral life and help students deal with their moral problems and life problems. In the specific method, it should be reasonable, based on reason and humanity. It should be open and democratic in nature. Secondly, teachers should pay attention to the development of independent activities in teaching methods and avoid simple preaching. Through a variety of activities, teachers provide students with the opportunity to choose and participate actively. In addition, students can deeply understand the necessity of mutual respect and cooperation in the process of participating in activities, consider the needs and wishes of others, and reflect on themselves in the comparison of mutual cooperative activities and behaviors, improve their self-evaluation ability and awareness of responsibility to others, and truly feel their responsibilities, so as to generate responsibility motivation, cultivate responsibility awareness and fulfill their responsibilities.

4.4. Through autonomy, students can develop the ability of responsibility in practice

All abilities must be reflected through practice. Autonomy, simply put, is to govern yourself and educate yourself. Through student autonomy, cultivating responsibility ability can mainly start from the following aspects: First, update the concept. Change "strict management" for students more self-management. For example, in the formulation of class rules, students are asked to conduct discussion and research, and teachers are only participants and generators. Secondly, give full play to the role of class cadres. On the one hand, teachers should pay attention to the improvement of ideological consciousness and the cultivation of comprehensive quality of student cadres. On the other hand, they should encourage, support, guide, trust and let go of student cadres. In addition, teachers can also allow the class committee to independently design and organize students to carry out various student autonomy activities such as seminars, speeches, debates, etc., so that all students can participate, get exercise, increase knowledge and ability, and enhance the ability of autonomy.

4.5. Through democratic management and role commitment, students can strengthen their sense of responsibility in criticizing and creating

Critical thinking ability is not only a kind of thinking skill, but also a kind of personality or temperament, which can not only reflect the level of thinking, but also highlight the modern humanistic spirit. Democratic management aims to strengthen students' sense of responsibility in the critical creation through their democratic participation. Teachers can encourage students to participate in democracy and create a democratic moral atmosphere by establishing various management organizations. In the process of democratic management, through students' self-management, class

management, self-management and full participation, students' collective or common value consciousness is developed, collective power is used as an educational resource, students' autonomy is realized, students' moral development is promoted, students' moral responsibility is stimulated, and students' sense of responsibility for the collective and others is fostered. Learn to be responsible for collective and individual development. Teachers should also provide more opportunities for students to take on roles and role play, encourage them to consider other people's feelings and viewpoints, analyze problems with a developmental perspective, and look at problems with a developmental perspective, so that students can consider practical problems in their own shoes. At the same time, to enable students to enter the role of responsibility, it is also necessary to urge them to introspect whether their words and deeds bear the responsibility of their role, as well as their thoughts and consequences of fulfilling or evading responsibility activities.

5. Conclusion

After conducting the above analyses, certain conclusions may be drawn. In order to foster innovation in the country, it is necessary to alter the conventional approach to education and reform the cultivation method. By emphasising values and engaging in situational analysis, students will be able to develop their capacity for innovation while cultivating a sense

of responsibility. By promoting nurturing teacher-student relationships and parent-child relationships, students will gain experience in building meaningful connections and developing a sense of responsibility. Through promoting autonomy and fostering co-operative activities, students can develop their awareness of responsibility within teamwork. By utilizing self-governance and democratic management techniques, students can cultivate practical responsibility skills. Role-playing activities can further enhance students' sense of responsibility in critical and creative contexts.

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