

Research on the Moral Status and Educational Countermeasures of College Students in the New Era

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Abstract: In the new era, with the development and changes in society, the moral status of college students has shown the characteristics of the new era. Analyzing the influencing factors of social environment, school environment, and family environment, the moral education of college students should focus on curriculum construction, the transformation of moral education concepts, Focus on practical education, and campus atmosphere to improve the pertinence of education.

Keywords: New era; Moral confusion; Moral quality; Moral behavior; Educational strategies.

1. Introduction

The virtuous are the most talented. If a person has no virtue, he will not be established, and if a country has no virtue, he will not prosper. Only young people in the new era who are virtuous can polish their youthful foundation, bravely stand up to the trend of the times, and shoulder the great responsibility of national rejuvenation. In the new era, affected by the comprehensive influence of various factors, the moral status of college students also has a relatively clear presentation.

2. The Moral Status and Characteristics of Current College Students

2.1. Good moral quality and ideological confusion coexist

The overall moral quality of college students is good. They live in the new era and love their motherland. We are full of affirmation of social development results and achievements and full of confidence and responsibility for the future. Be able to analyze and view social issues from a more rational perspective, and have a certain understanding of the relationship between society and individuals. However, "college students' ideological and political concepts and moral behavioral wishes are easily affected by factors such as social reality, virtual networks, and social trends of thought." [1] This influence has brought confusion to college students' thoughts and behaviors. Specifically: on the one hand, some students' understanding of society remains at the level of perceptual and one-sided cognition, and they lack rational understanding and analysis of problems existing in society. On the other hand, influenced by the multicultural trend of society and the development and progress of multimedia technology, college students in the new era are "fed" by various ideas and cultures. They lack the correct ability to distinguish, and their thoughts are easily affected by the external environment.

2.2. Life value orientation focuses on individual self-worth realization

In the development process of human society, countries and nations of each era have core values that belong to the country

and nation of that era. [2] The fundamental criterion for evaluating the value of life is to see whether a person's practical activities conform to the objective laws of social development and whether they promote historical progress. At present, the values of college students are still in the formative stage. Their self-awareness has been enhanced, and they focus on the realization of self-worth. When choosing value behaviors, they pay more attention to their feelings and tend to focus on real life that is affordable, practical, and materially enjoyable. It is believed that Life requires both giving and taking. We must pay attention to the pursuit of knowledge and rationality but also have money and material enjoyment. In terms of value evaluation standards, they have obvious duality. They often demand collectivist value standards from others, but adopt egoistic value standards for themselves. Regarding the relationship between ideals and reality, college students have ideals and pursuits, but they focus more on their career ideals and life ideals. For example, some students' ideals are to have more money, while others' ideals are to find a job: a higher job, or the freedom to live with ease. On the way to realizing value, we tend to rely on our efforts and seek help from others.

2.3. The mainstream moral value orientation is positive, and moral behavior choices are full of confusion.

Many college students hope to be a person with "noble morals" and "sound personalities". "Longing for nobility" is a realm of life that many college students pursue. They have strong reactions to the moral aberrations that exist in society, such as dishonesty, cheating, counterfeiting, and other social evils. College students actively participate in social welfare activities and on-campus volunteer activities, actively participate in campus management, be civilized and courteous to others, and respect teachers. but. As far as the college students themselves are concerned, some problems in their moral status cannot be ignored. Mainly manifested in the following: Facing the complicated social life and the moral aberrations in society, they often face hesitant choices. For example, when asking whether to help an elderly person if he falls on the road, many students will choose After taking photos and leaving evidence, some students chose not to help. They have moral compassion, but they worry about the possible consequences of their moral choices. It is difficult for some students to distinguish between right and wrong, good

and evil, and their moral concepts are becoming increasingly blurred. For example, when it comes to college students' love issues, some students "do not seek eternity, but seek what they once had" and lack basic moral responsibility. In terms of moral evaluation, he has loose requirements for himself and strict requirements for others. He hopes that others will respect him but cannot respect others. He hopes that others can help him but is unwilling to help others. He has strong egocentrism. There is a disconnect between moral cognition and moral practice in the relationship between knowledge and action. Although they agree with moral norms in theory, they are unable to implement these moral norms into moral behaviors. They lack a sense of self-restraint and are out of touch with moral knowledge and behavior.

2.4. Social involution and sexual anxiety coexist

In the 1980s, college students were hailed as the "proud ones of heaven." In the mid-1990s, more and more people in society had college diplomas. College students were no longer "rare". Today, almost everyone has a college degree. All can go to college. In the new era, with the development of the country's economy and technological innovation and progress, young people are facing more intense competition. Especially in the post-epidemic era, students are facing pressure in employment, study, life, and other aspects. Faced with fierce competition, young students have to work extra hard to stand out among their peers. However, they found that when everyone was "running" forward, even if they redoubled their efforts, the results were not what they expected. What's more, they found that not only did they not make progress, but they were far behind. When people of the same age group are left behind and have all kinds of anxieties in their hearts, they do nothing but lie down or even "dispose" to get rid of the shackles of worldly concepts, free themselves from anxiety and pressure, and gain spiritual freedom. [3] For young students who are full of self-motivation, lying down after involution does not bring them inner wealth and happiness. On the contrary, their inaction after lying down increases their inner anxiety, confusion, and disturbed.

3. Analysis of Basic Environmental Factors Affecting the Moral Status of College Students

3.1. Social environmental factors

In the new era, social development has driven the development of social spiritual civilization. The development and stability of society have enhanced students' sense of responsibility as social citizens. But at the same time, we should also realize that the world today is undergoing major changes unseen in a century, especially in the post-epidemic period, and the domestic and foreign environments have undergone profound changes. The trend of social diversity has invisibly affected the cognition of young students. There are certain differences and gaps between what they listen to teachers in class and what they read in books and newspapers, and what they search online or are indirectly pushed to, and what they perceive in society. These discrepancies will affect students' cognition and judgment. Undesirable phenomena in the process of social development, such as social injustice in certain fields, counterfeiting, social corruption, online fraud, dishonesty, etc., have had a huge impact on positive education

in schools, leaving some students confused, confused, and at a loss as to what to do.

3.2. School environmental factors

The campus environment is one of the important factors that affect students' moral status. A positive and positive campus environment can guide students to establish correct values, outlook on life, and morality, and enhance students' moral awareness and sense of social responsibility. A bad school environment will hurt the moral status of students. If the school lacks a positive cultural atmosphere, students may not receive a good cultural influence, resulting in weak moral values. The relationship between teachers and students in school also affects the development of moral character. If the relationship between teachers and students is tense, students may feel ignored or not understood, resulting in a lack of trust and belonging. There are also some schools with imperfect rules and regulations. If the campus rules and regulations are imperfect, students may not be able to clarify their rights and obligations, leading to misconduct, which in turn affects the development of moral character. In short, a good school environment will have a positive impact on students' moral literacy and comprehensive quality, while a bad school environment may hurt students' moral status.

3.3. Family environment factors

Family education atmosphere and family upbringing attitude are important factors affecting the moral status of college students. The family education atmosphere is an important prerequisite for college students to form good morals. The language and family atmosphere between family members directly affect the psychology of each family member, which is of great significance to the formation of college students' morality. Parents' parenting attitudes, parenting methods, and personality temperament directly affect the formation of college students' moral quality. A harmonious relationship between parents and family and a sound and noble moral character will enable the children of the family to develop in a healthy and positive direction. On the contrary, it will affect the children's mental health and moral character building.

4. Thoughts on Moral Education Strategies for College Students in The New Era

In the new era, the new characteristics of the current moral situation of college students have presented new challenges to moral education work. Analyzing the factors affecting moral education, moral education workers must think about the status of moral education and the methods and strategies of moral education from a macro and overall perspective, and improve The pertinence of moral education for college students. Specific thoughts are as follows:

4.1. Strengthen curriculum construction

Curriculum construction is the main carrier of moral education for college students. On the one hand, schools should give full play to the role of moral education courses and set clear moral education goals in curriculum construction to ensure that students can understand and practice moral principles. In terms of course content, moral education content is combined with various professional knowledge, so that students can cultivate good moral character while

learning knowledge. On the other hand, we pay attention to the integration of excellent traditional culture and integrate excellent traditional culture into curriculum construction, so that students can understand the moral virtues in excellent traditions and enhance cultural confidence. Finally, by establishing a scientific moral education evaluation mechanism, students' learning outcomes are regularly evaluated, problems are discovered promptly and improvements are made, to cultivate students' good moral character.

4.2. Change the concept of moral education

Changing the concept of moral education is an important prerequisite for strengthening moral education. School educators can establish an equal dialogue mechanism with students through the transformation of educational identities, actively guide and help students, and help students answer various questions and doubts they face in the process of growth. Specifically, it can be carried out from the following aspects: first, establish a "student-oriented" moral education concept, respect students' differences and requirements, pay attention to students' all-round development, and focus on cultivating students' moral quality and personality quality; second, emphasize "According to the moral education concept of "education for all members", all education should assume the responsibility of moral education, focus on teaching by precept and deed, lead by example, and set a good example for students. The third is to advocate the concept of "open and inclusive" moral education, guide students to respect multiculturalism, pay attention to social hot issues, view social phenomena correctly, and cultivate students' sense of social responsibility and citizenship. The fourth is to strengthen the moral education concept of "self-discipline and self-examination", guide students to consciously abide by moral norms, focus on self-reflection and self-education, and cultivate students' moral self-discipline and self-management abilities.

4.3. Strengthen practical education

Practice and labor are the means and way of existence for human beings to survive. "The presence experience that requires physical effort and physical perception is related to the relationship between the individual and nature and the individual's living state. That is, labor is survival itself and a survival practice." [4] Labor practice activities can allow students to practice Experience and understand moral principles, and cultivate students' moral emotions and moral behaviors. Schools can increase students' enthusiasm for participation through practical activities inside and outside the school. The first is to organize students to participate in volunteer services actively. By participating in volunteer services, students can personally experience the joy of contributing to society for others and cultivate a sense of social responsibility and dedication, such as organizing students to participate in community services, environmental protection activities, caring for disadvantaged groups, etc. Let students experience the power of morality in practice. The second is to carry out social practice. Let students go out of the classroom and experience the real situation of society firsthand. Schools can organize students to visit companies, communities, museums, and other places to guide students to understand social norms and professional ethics and cultivate students' professional qualities and social adaptability. By

organizing students to conduct social investigations, we learn about social issues and cultivate students' sense of social responsibility.

4.4. Create campus atmosphere

It is an effective method to provide moral education to college students by creating a campus atmosphere. Schools can create a good moral education atmosphere by setting moral role models, establishing harmonious teacher-student relationships, and carrying out colorful campus activities. In terms of setting moral role models, the school commends outstanding students, outstanding teachers, etc., and introduces their moral deeds and achievements, so that students can feel the power and value of morality. By setting up moral walls or moral corridors to display moral quotes, maxims, and stories, students can feel the influence of morality at any time on campus. In terms of building a harmonious teacher-student relationship, a harmonious teacher-student relationship can be established by strengthening interaction and communication between teachers and students. Teachers lead by example, become role models for students, and guide students to establish correct moral concepts and behavioral habits. In terms of campus activities, various forms of campus activities can be organized, such as cultural festivals, science and technology festival competitions, etc., so that students can experience the power of morality during participation. At the same time, moral lectures, seminars, and other activities can be held, and experts, scholars, or social celebrities can be invited to the school to give lectures to share their moral concepts and life experiences with students. By organizing students to conduct moral discussions, students can freely express their opinions and guide students to Think deeply about ethical issues.

5. Conclusion

The ancients said: "The people will not be established without virtue, and the government will not be powerful without virtue." Being virtuous is self-cultivation, civilization, and the cornerstone; being without virtue is a lack of faith, despicability, and self-destruction. The resource we lack most now is not tangible material, but intangible morality. Strengthening the moral education of college students is a long-term and arduous task. By changing the concept of moral education, strengthening curriculum construction, carrying out practical education, and creating a campus atmosphere, we can effectively improve the moral quality of college students and cultivate more good moral qualities for society. Talents.

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