

# Analysis of the Status Quo and Problems of Moral Education in Colleges and Universities

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## Abstract

*Moral education is not only the basic measure and approach to the training of undergraduates, but also the fundamental premise of the successful education and research. Written on the subject of the main problems with moral education in colleges and universities, this article analyses the root causes and figures out the solutions.*

**Key Words:** moral education in colleges and universities, status quo, analysis

Moral education in colleges and universities is an important part of undergraduate education as well as an indispensable step to foster high-caliber talents. Given the history and the status quo, moral education in colleges and universities still needs to be studied and improved. Proved by educational practice, effective moral education could be achieved by bold explorations and innovative measures through the acquaintance with student traits, the expansion of education ways and the rejection of improper and outdated practice.

## 1. The Concept of Moral Education in Colleges and Universities

Moral education in colleges and universities refers to ideological, political, moral education to undergraduates. In terms of its social function, moral education adjusts and standardizes interpersonal relationship by certain political and ethic systems to facilitate the politeness and the order among people. In terms of its nature, moral education is a standardized education, aiming at leading undergraduates to pursue a beautiful life, impelling their moral conscience on a conscious and rational level and generating moral beliefs and behaviors. In terms of its content, moral education focuses on social morality, professional ethics and family virtues; ideological education on outlook on life and world and values; political education on patriotism and collectivism. In some scholars' view, the connotation of moral educational consists of ideology, politics, ethics, democracy and legal system, psychology, humanities, aesthetics, modern notions, social practice, etc

while the manifestation of it covers theoretical education including ideological and moral cultivation course, basic law course, current situation and policy course, as well as daily moral education and students' social practice. Besides, it also covers daily teaching, scientific research, management, logistics and campus environment.

## **2. Major Problems of Moral Education in Colleges and Universities**

### **2.1. Moral education goal not fit to multi-culture**

Moral education goal is to achieve the desired purposes of moral education activities according to the social need, education purpose, cultural tradition and need of teenagers' body and mentality development. Colleges and universities are like cornucopias, gathering builders and successors of our country. However, with social and economical development and multi-cultural permeation, moral education goal should be changed with the times and circumstances. Nonetheless, confined to education on political theory, moral education is lacking in connection with the multi-culture, real life and actual situation of educates. Having been ignoring individual differences and subjectivity and lacking in pertinence and maneuverability, moral education has achieved unsatisfactory results.

### **2.2. Moral education approaches not fit to education environment**

With the deepening of social transformation in contemporary China, the environment, object and content of moral education in the new period have changed profoundly. The biggest challenge is how to actively explore new ways of moral education of the time. The ubiquitous moral education approaches are characterized by infusing, stressing on theory instead of capacity, emphasizing model demonstration instead of self-examination, implementing coercive persuasion instead of guidance. Formalized by those characters, moral education in colleges and universities attaches importance to the offering of relevant courses instead of their effects. Some colleges and universities even reward or punish students by grades. Requiring students to follow the orders, moral education achieves unsatisfactory effect.

### **2.3. Moral education content not fit to social situation**

Outline of moral education in universities and colleges of China stipulates that moral education is a part of school education in colleges and universities as well as extension of the moral education in middle school. Moral education should be promoted according to the overall characteristics of college students and its manifold manifestation in different learning phases. The framework of moral education should remain relatively stable with patriotism, collectivism and socialism at the core. Moral education content should be consistent with the basic features of our new, fast-changing social landscape and the actual situation of students' ideology. With the development of society, moral education should enrich its content and integrate with social reality in order to become more compelling. Besides providing a positive picture, moral education should integrate with social reality by analyzing negative social phenomena to warn the students.

### **2.4. Moral education demand not fit to internet culture**

Internet has its advantages and disadvantages. On the one hand, its multi-function changes the way people live by opening up a window of understanding the world. On the other hand, various cultures greatly

impact students' ideology. Negative effects of Internet result in students' distorted outlook on life and values, addiction to it and moral setback. Even though the education sectors urge colleges and universities to secure a healthy network environment for students and strengthen network education, there is still a long way to go to build an effective management mechanism.

### **3. Cause Analysis of Moral Education in Colleges and Universities**

#### **3.1. The education system lagging behind the social development**

It's not easy to improve moral education in colleges and universities because it is related with educational management system and formed through a long process. For a long time, the education system lays too much stress on developing professional talents, keeping science and humanity apart. Students are required to choose either science or liberal arts in high school because of the one-sided educational policies. The one-sidedness of education leads to the one-sidedness of human development. In addition, focusing on quantity instead of quality, moral education is anxious to achieve quick success and get instant benefits. With limited educational resources, the unchecked growth of students slackens the management of students. The improvement of moral education and the establishment of perfect, scientific and efficient management mechanism are the fundamental guarantees of undergraduates' healthy development, as well as the requisite measure to change the status quo.

#### **3.2. Study on college students' moral not deep enough**

As the major part of higher education, the education of students is special in education contents and methods. With more mature ideology, wider range of knowledge, stronger ability, college students are relatively independent. In the face of such a special group, moral education workers seldom communicate with students as their equals. Always giving orders to students and instilling in them the moral knowledge, moral education workers are lack of modern and appropriate education methods.

#### **3.3. Teachers lacking of efficient moral education consciousness**

Moral education is a like a system, teachers playing important role in specific implementation. However, the situation is not optimistic where teachers are not really playing their due roles in moral education. Firstly, teachers' ideology is not enough. In the non-moral education classes, teachers seldom implement moral education, neglecting the communication and guidance to students. Secondly, teacher's sense of responsibility is not enough, neglecting the duty of comprehensive education. As a teacher, they should teach scientific knowledge, morality and thinking methods, etc. Thirdly, teacher's comprehensive quality is not enough. They treat education as a job instead of career. Besides teaching specialized knowledge, teachers should help students grow healthy and become a better person by getting to know what they are thinking.

#### **3.4. The influence of social environment on the moral education**

In the process of interaction, social development greatly influences on college moral education. Firstly, the social environment has great influence on the students' ideology. The serious employment situation puts great pressure on both students and moral education by distracting students from shaping the right outlook on life, the right values and right morals. Secondly, the social environment has great influence on teachers'

professional ethics. The fickle ambience over the whole society helps create dissatisfaction with the status quo. Teachers treat teaching as a means of livelihood, lacking of social responsibility. Thirdly, a moral education environment is shaped through long-term exploration and improves with the change of the external environment. However, in twenty-first century, the society develops so fast that moral education is hard to adapt to it which inevitably lead to the moral education ineffectiveness.

#### **4. Strategies of the Current Moral Education**

At present, in order to resolve the problems existing in moral education, it is necessary to analyze deep reasons for which moral education is stuck in a difficult position, create new working patterns, and step out of traditional college moral education model according to the work requirement in a new situation. Also, it is important to jump out of the circle of colleges to create a moral education working pattern integrating college, family and society together. And most of all, moral education workers should seek truth from facts and keep up with the times to work out moral education operating plans in accordance with new situation.

##### **4.1. Updating the concept of moral education and improving the system of moral education**

In the new period, college leaders and staff should conform to requirement of development of the times. They should clear completely the sophisticated concept unfitting to the present situation, build new moral education concept, and outbreak the tradition. When emphasizing the social value, instrumental value and normative value of moral education, they should also focus on the cultivation of students' independent thinking ability, critical spirit, innovation awareness, good personal mentality to improve the students' morality. College students' moral education is related to every aspect both in and out of campus. Every department of college should work together to assume responsibilities respectively, cooperate coordinately and teach comprehensively. Moral education should be implemented into every relevant grassroots organization and individual. Expected result could be achieved when a responsibility system is set up.

##### **4.2. Improving teacher's moral education accomplishment and strengthening the construction of the moral education teams**

To improve moral education in colleges and universities, it is essential for every teacher to realize the important role of moral education and to study moral education theories and practice. In fact, moral education team plays a main role in carrying out the moral education to college students. On the other hand, they should strengthen the moral education teams' leadership, the construction of ideology and the professional training. They should strive to foster a scientific concept of moral education. In addition, they are supposed to deeply understand the connotation and spirit of moral education. Besides, they should combine the content of moral education and real college life. What's more, they should know the law of psychological development, the situation of morality development and scientific moral education methods. Last but not least, they should possess a sharp view to educate in proper methods and techniques.

##### **4.3. Reforming methods to realize modernization of moral education**

Moral education should be experience-based and theory-guided. Modern communication tools could be used for innovative methods of moral education. First, moral education could lead students to improve their morality more consciously and effectively with the radio, television, video, newspaper, network, etc. Second,

all kinds of recreational activities could be carried out to attract students to participate in. Then student would be educated through participation and recreation. Third, the university spirit construction could be combined with modern management methods to promote moral education and enhance the effectiveness of education work. Fourth, the social practice should be strengthened. Students would be educated profoundly through many practices like graduation design, social investigation, visit around, introduction of science and technology to the countryside and work on temporary post. Fifth, the psychological consultation should be strengthened to cooperate with moral education and enhance the effect of education.

#### **4.4. Strengthening the students' self education and promoting students' self-discipline**

Self-awareness, integrity of ideology, affection and attitude, is about knowing the image, ideology, personality and social role of one's own. Colleges and universities should cultivate students' consciousness of self-management, self-education and self-service, inspire students' subject spirit and consciousness, and improve students' ability of independent analysis, self-assessment, self-correction, self-control and self-supervision. In moral education, it is important to fully mobilize the enthusiasm and leading role of students so that they could enhance experiences and abilities in concrete practice. Universities are supposed to pay attention to the organization of students' clubs and communities. Through these organizations and activities, students' self-management and creativity could be enhanced. Teachers should guide these clubs and communities correctly. In addition, the universities should carry out competition mechanism in moral education to realize students' self-education, self management and self-control.

#### **4.5. Integrating all strength to create joint force of moral education**

Colleges, society and families interrelate and influence each other. These three factors have their own advantages in the aspects of the subject, content, ways and means of education. Only when the three factors are combined together harmoniously can promote active and health development of students' morality. Thus, as members of the society and families, college students need to cultivate morality with the help of them. In other words, education of the society and families is the extension of school education. In order to promote morality, the school should extend the education scope to the society and families to set up a committee composed of the school, parents and concerned government sectors, where they can communicate regularly about work situations, organize meetings and strengthen and improve measures. In this way, the three aspects could be integrated into a well-connected system to improve the efficiency of moral education in colleges and universities.

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