A Comprehensive Review of the Current Status of Social Ethics among College Students in Ethnic Minority Border Regions: A Case Study of Selected Universities in Guangxi

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Abstract: This paper focuses on college students in Guangxi as the research subjects, examining the current status of social ethics among college students in ethnic minority border regions. Through field research and observations, combined with the authors' studies, it is found that some students exhibit issues such as weak social ethics awareness and improper behavior. Additionally, the paper emphasizes the significance of enhancing social ethics education for college students in ethnic minority regions, explores the characteristics of social ethics among these students, and investigates the influencing factors. Suggestions are proposed to strengthen social ethics education and improve students' moral cultivation, aiming to promote their overall development and elevate the level of social ethics. It is hoped that this research will attract the attention of universities and society, encouraging joint efforts to enhance the social ethics standards of college students in ethnic minority border regions.

Guangxi Zhuang Autonomous Region, located in the southwestern border of China, fosters a diverse multicultural atmosphere. Education in ethnic minority border regions has always been a crucial part of China's educational system. The state advocates social ethics education, promoting the comprehensive development of students in terms of morality, intelligence, physical fitness, aesthetics, and labor skills. As the backbone of future society, college students' current status of social ethics holds significant importance for social stability and the construction of social civilization in border regions. Their behavior directly relates to the degree of social civilization and harmony. Possessing good social ethics can help students establish correct values, enhance social responsibility, cultivate teamwork spirit, elevate personal comprehensive qualities and competitiveness, and make positive contributions to future social development.

Social ethics refers to the basic moral norms and behavioral standards that individuals should abide by in social life, including respecting others, obeying laws, being helpful, honesty, and trustworthiness. With rich connotations, social ethics is the foundation of social civilization and harmonious development, as well as the essential quality that every citizen of a country should possess.

1. The Significance of Enhancing Social Ethics Education for College Students in Ethnic Minority Border Regions

Promoting social harmony and stability in ethnic minority regions is of paramount importance. Students, as the future and hope of society, especially those in institutions of higher learning, possess social ethics that are directly linked to social harmony and stability. By studying the current status of students' social ethics, understanding their moral values, value orientations, and behavioral norms, and promptly identifying and addressing existing issues, we can facilitate the harmonious development of society.

Enhancing students' social responsibility and public morality is crucial. Social ethics represent the basic qualities that every citizen should possess, including respecting others, abiding by laws and disciplines, and being helpful to others. Through investigating the current status of students' social ethics, we can uncover their deficiencies and shortcomings in these aspects, providing schools and society with measures for improvement and policy recommendations. This helps students establish correct values, enhance their social responsibility, and refine their public morality.

Furthermore, fostering the development of regional economy and society is essential. Students constitute a vital labor force and talent resource for the future of any region, and their social ethics are directly related to the civilization level and social progress of the region. By studying the current status of students' social ethics, we can provide talent support and guarantee for the development of regional economy and society, cultivate high-quality talents with social responsibility and public morality, and propel the economic and social development of the region.

In border ethnic minority regions, social ethics hold even greater significance. These regions are characterized by the coexistence of multiple ethnic groups and rich cultural diversity, necessitating greater social ethics to promote integration and coexistence among different ethnicities. As the future hope of these regions, college students' social ethics are directly linked to the civilization level and harmonious development of the regional society. By strengthening the education and guidance of students' social ethics, we can help them establish correct concepts of ethnic unity, enhance cultural self-confidence, promote exchanges and understanding among different ethnic groups, and propel the harmonious development of regional society [1].

2. Characteristics of Social Ethics among College Students in Ethnic Minority Border Regions

The characteristics of social ethics among university students in ethnic borderland regions constitute a complex and multifaceted topic, influenced by a myriad of factors such as geography, ethnicity, and culture. In these regions, due to factors such as geographical location and ethnic distinctiveness, the social ethics of university students in ethnic areas exhibit intricacies and possess the following advantageous traits:

Influence of Traditional Culture: Students in border ethnic minority regions are nurtured by traditional culture in their family and social environments, emphasizing family, collective, and social responsibilities, and possessing traditional virtues such as respecting the elderly and cherishing the young, and filial piety towards parents.

Awareness of Ethnic Unity: Students in border ethnic minority regions have a deep emotional attachment to ethnic unity, value ethnic harmony and unity, are willing to participate in ethnic cultural activities, and maintain ethnic unity and social stability.

Exposure to Multiculturalism: Border regions are inhabited by multiple ethnic groups and influenced by traditional multiculturalism, resulting in a high degree of multicultural recognition. Students encounter different ethnicities, religions, and cultures in their academic and daily lives, demonstrating strong inclusivity and cross-cultural communication abilities.

Patriotism and Concern for the People: Located at the fringes of the country, border ethnic

minority regions have a strong patriotic consciousness among most of their people. College students have subconsciously developed a strong patriotic sentiment and possess a strong ethnic identity. They have a strong sense of responsibility and mission towards the development of their country and ethnicity, advocate patriotism, and are willing to contribute their own strength to the development of the country and society.

Meanwhile, the social ethics of college students in border ethnic minority regions also exhibit other characteristics:

Different ethnic groups in border regions possess unique cultural traditions and value orientations, which directly influence students' concepts and behavioral habits of social ethics. For instance, some ethnic groups emphasize family values and collectivism, stressing unity and mutual assistance, while others may focus more on individualism and self-realization. These different cultural traits are reflected in students' social ethics.

College students in border ethnic minority regions may exhibit certain cognitive gaps in social ethics. Due to remote geographical locations and inadequate information exchange, some students may lack a deep understanding of the concepts and connotations of social ethics, lacking corresponding education and guidance. Therefore, they may have certain blind spots and deficiencies in moral behavior choices and social responsibility awareness.

Furthermore, the social ethics performance of college students in border ethnic minority regions is also influenced by regional development levels and educational resources. Some border regions are relatively economically backward, and educational resources are scarce. The social ethics education received by students may not be systematic and comprehensive, leading to certain weaknesses in their social ethics.

In summary, the characteristics of social ethics among college students in ethnic minority border regions constitute a comprehensive issue that requires analysis and research from cultural, educational, social, and other perspectives. Understanding and paying attention to these characteristics of social ethics among college students in ethnic minority regions will help formulate more targeted and effective measures for social ethics education, promote the comprehensive development of college students in border regions and social harmony, and maintain social harmony and stability in ethnic minority regions.

3. Factors Influencing Social Morality of University Students in Frontier Ethnic Regions

Guangxi, as a multi-ethnic region, encompasses a diverse array of cultures and traditions, all of which exert influence on the current state of social morality among some university students in the province.

The impact of ethnic cultural traditions is significant. Guangxi is home to numerous ethnic groups, each with its unique cultural traditions and values. These ethnic cultural traditions shape students' perceptions of social morality and their behavioral habits. For instance, the Zhuang ethnic group emphasizes familial and friendly bonds and advocates diligence and simplicity, traditions that may manifest in students' social moral behaviors.

The uneven development of regional economic levels also plays a role. Some areas in Guangxi lag behind others in economic development, leading to a relative scarcity of educational resources. This economic disparity may result in inadequate social morality education for students, posing challenges in cultivating their choices in social moral behaviors and sense of social responsibility, which ultimately affects their current state of social morality.

The uneven distribution of educational resources is another factor. The quality and level of higher education vary across different regions in Guangxi. Students in certain areas may lack systematic and comprehensive social morality education during their academic journey, influencing

their moral conduct and social responsibility.

Family education and societal influences are crucial. Families serve as vital sources of students' moral values and social moral behaviors. The quality and approach of family education significantly impact students' social morality. Concurrently, societal public opinion and moral climate also influence students' social moral behaviors.

In summary, the current state of social morality among some university students in Guangxi is influenced by various factors, including ethnic cultural traditions, economic development levels, educational resources, societal environment, and family education. By examining these factors influencing social morality in frontier regions, we can identify issues and devise corresponding educational and guidance measures to foster the development of social morality among Guangxi university students and promote social harmony [3].

4. Measures to Enhance Social Morality of University Students in Frontier Ethnic Regions

To strengthen social morality education among university students in Guangxi and elevate the social morality standards of some students, it requires the collective participation of society, universities, and families, working together through diverse channels to promote and enhance students' social morality education comprehensively.

Strengthen social morality education: Universities should intensify social morality education by integrating it into their curriculum and teaching plans. Through classroom instruction, practical activities, and social practices, universities can cultivate students' sense of social responsibility, public morality, and teamwork spirit [2].

Reinforce family education: Universities should actively guide the importance of family education and encourage parents to focus on nurturing their children's moral qualities and social responsibility in their upbringing. Universities can organize parent schools, parent seminars, and other activities to enhance parents' educational awareness and capabilities.

Enhance teachers' qualities: University teachers are significant guides for students' moral values and social moral behaviors, and their qualities and moral cultivation have a profound impact on students. Universities should emphasize moral education and professional training for teachers, enhancing their educational standards and moral qualities.

Establish a sound social support system: Universities can collaborate with various sectors of society to establish a comprehensive social support system, providing students with more opportunities for social practices and service-learning projects. By building this system, universities can stimulate students' sense of social responsibility and public welfare awareness.

Strengthen campus cultural construction: Universities should focus on building campus culture, fostering a positive, harmonious, and inclusive campus atmosphere. Through vibrant cultural activities and volunteer service projects, universities can guide students to actively participate in social welfare activities, nurturing their sense of social responsibility and public morality.

Establish reward mechanisms and supervision mechanisms: Universities can establish reward mechanisms to encourage students to actively participate in social welfare activities and volunteer services. Simultaneously, supervision mechanisms should be established to monitor and evaluate students' social moral behaviors, promptly identifying issues and taking corresponding measures.

Strengthen moral practice education: Universities can conduct moral practice educational activities, allowing students to immerse themselves in society, understand it, and experience its warmth and needs. Through practical activities, universities can cultivate students' sense of social responsibility and public morality, enabling them to enhance their moral cultivation through practice [4].

Strengthen mental health education: Mental health is a crucial aspect of students' social moral

behaviors. Universities should strengthen mental health education, pay attention to students' mental health status, promptly identify and address their psychological issues, and enhance their social adaptability and moral qualities.

In conclusion, improving the current state of social morality among some university students in Guangxi requires the concerted efforts of schools, families, and society. By strengthening social morality education, enhancing teachers' qualities, establishing a social support system, and implementing other measures, universities can effectively elevate students' social morality standards, promote their comprehensive development, and foster social harmony.

Acknowledgements

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