

Individual Moral Generation and Subjective Moral Education Based on Life Care

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Abstract: Nowadays, with the development of economy, society and science and technology, college students are facing great development opportunities and are also in an unprecedented life dilemma. In recent years, more and more tragedies about college students injuring life, trampling on life and ignoring life have been staged and become more and more intense. Based on the analysis of the generation of individual morality and subjective moral education, this paper puts forward some suggestions on the way of subjective moral education in Colleges and universities. This paper draws a conclusion through the research methods of literature, mathematical statistics and logical analysis. Effective moral education is based on a correct understanding of the formation and evolution of individual morality. For today's moral education in Colleges and universities, it is necessary to construct a moral education mode in Colleges and universities with life care as the basic value orientation.

1. Introduction

In recent years, the number of life-threatening incidents among college students in China has gradually increased, mainly manifested in suicide and other people's lives. Suicide has become a very prominent universal problem in modern society^[1]. There are more and more cases of college students ignoring, trampling on and even destroying their lives. We see that in recent years, the education authorities are keen to let colleges and universities carry out various materialized appraisals, chasing the standard of hardware facilities^[2]. Even if some ideological and moral courses are more, they often smear too many instrumental interests, but just ignore the most important care education for students' lives. Since 1980s, subjective moral education has been gradually recognized by educators, and remarkable achievements have been made in moral education practice^[3]. All along, people's research on subjective moral education mainly focuses on the definition of moral education subject, the connotation and characteristics of subjective moral education, and the construction of subjective moral education model, while the discussion on the necessity of subjective moral education is mostly manifested in dissatisfaction with the inefficiency of traditional moral education methods^[4-5]. As a social practice activity to cultivate people, morality should show ultimate concern for people's life and undertake the important historical mission of improving people's life realm and quality^[6]. We need to reflect on the relationship between moral education and human life, follow the moral education principle of life development, show the meaning of life, and reconstruct moral education based on life care.

2. Individual Morality and Subjective Morality

2.1 Structural Characteristics of Individual Moral System

The individual moral system includes: need-motivation structure, ability-quality system and control-regulation system. These subsystems are interrelated and interact with each other, and dynamically combine into a complex system as a whole, forming the basis for the occurrence, development and evolution of individual morality. Its structure is shown in Fig. 1.

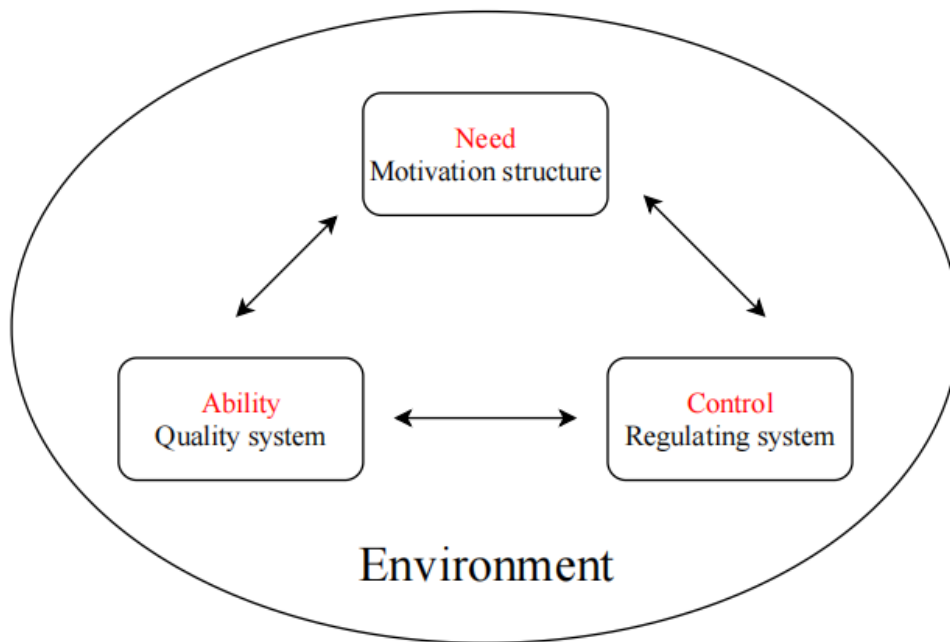


Fig.1 Structure of Individual Moral System

Need-motivation structure is an organic structure composed of individual demand consciousness, value consciousness and self-consciousness. It is the cause of the need behavior. As an internal driving force, it stimulates the individual's moral cognitive activities and leads it to a certain goal. Ability-quality system is based on individual's physiological and psychological factors, and is composed of individual's knowledge level, social experience and individual's moral cognitive schema. It is an important condition for individuals to know the objective world and turn cognitive results into moral concepts. The basic components of the control-regulation system are emotion and will. Emotion is a special form of people's response to objective phenomena. It is the experience of people's attitude towards whether the object meets their own needs, accompanied by their understanding of the object. It plays a positive or negative role in individual activities^[7]. As an open system, the individual moral system not only interacts with its own internal subsystems, but also interacts with the social environment all the time, and is in the process of continuous change and development. The generation of individual morality is the result of the development of people's social cognitive activities to a certain stage, and its development is an evolutionary development process of moral cognitive schema from low level to high level and from simple to complex, which is manifested in the continuous improvement and deepening of the degree of self-organization of the system.

2.2 Subjective Morality

The study of subjectivity in moral education theory originates from the philosophical trend of subjectivity in Chinese philosophical circles. As a philosophical concept, subjectivity has ontological and epistemological meanings. The subject in the ontological sense refers to the matrix, carrier and undertaker of attributes, relations, states, movements and changes, which is similar to the concept of “entity” or “ontology” in philosophy^[8].

Subjectivity is the fundamental attribute and essential feature of human being as a subject. Most scholars define subjectivity as: the autonomy, initiative and creativity that people show in the relationship between the subject and the object.

The concept of subjective moral education was first proposed by A scholar. He believes that “the so-called subjective moral education is to respect students' subjectivity as the premise, use the education method of giving full play to students' subjectivity, and form the moral quality of

students' real self-discipline”.

2.3 The Realization of Thematic Moral Education

At present, college students' moral education is still a kind of non-subjective education. In other words, at present, the subjectivity of college students' moral education is far from being truly realized. The realization of the subjectivity of college students' moral education is not an overnight process, but an arduous process, which is restricted and influenced by many factors and requires certain conditions.

The formation and evolution of the individual moral system is realized under the dual effects of the relative independence of its development and the restriction of the social environment^[9]. Therefore, the focus of implementing subjective moral education is to create a good social environment and cultivate individual moral judgment ability. This paper attempts to make a preliminary exploration on the realization of the subjectivity of moral education for college students from the aspect of “face care”.

(1) Establish the concept of subjective moral education.

“Establishing the educational thought centered on educating people” is the concrete embodiment of the comprehensive implementation of the Party's educational policy and basic line in colleges and universities, and it is also the starting point and the end result of moral education in colleges and universities. First of all, we should establish students' subjective consciousness, then self-education consciousness, and finally teachers' service consciousness.

(2) Reform the traditional moral education content.

The content of moral education is the embodiment and concretization of the goal of moral education, and it is a system used to cultivate students' ideological character and moral behavior norms. Only by establishing the scientific content of moral education can the goal of moral education be achieved. First of all, it should reflect the times of moral education content, secondly, it should reflect the systematicness of moral education content, and finally, it should reflect the stages of moral education content.

(3) Adopting the subjective moral education method.

First, teachers' guidance should be combined with subject participation, then theoretical teaching should be combined with discussion and cognition, and finally theoretical teaching should be combined with moral education practice.

3. Moral Education of College Students

3.1 The Goal of Moral Education of University Students' Subjectivity

“Moral education begins with improving people's moral awareness, then cultivates people's moral feelings, cultivates moral awareness, exercises moral ability, strengthens moral beliefs, develops moral habits, and finally establishes excellent moral qualities.” Therefore, this part tries to make an in-depth analysis and interpretation of the basic goal of college students' subjective moral education from four aspects: subjective moral consciousness, subjective moral needs, subjective moral ability and subjective moral personality. Formed a complete dynamic open system. The system is shown in Figure 2.

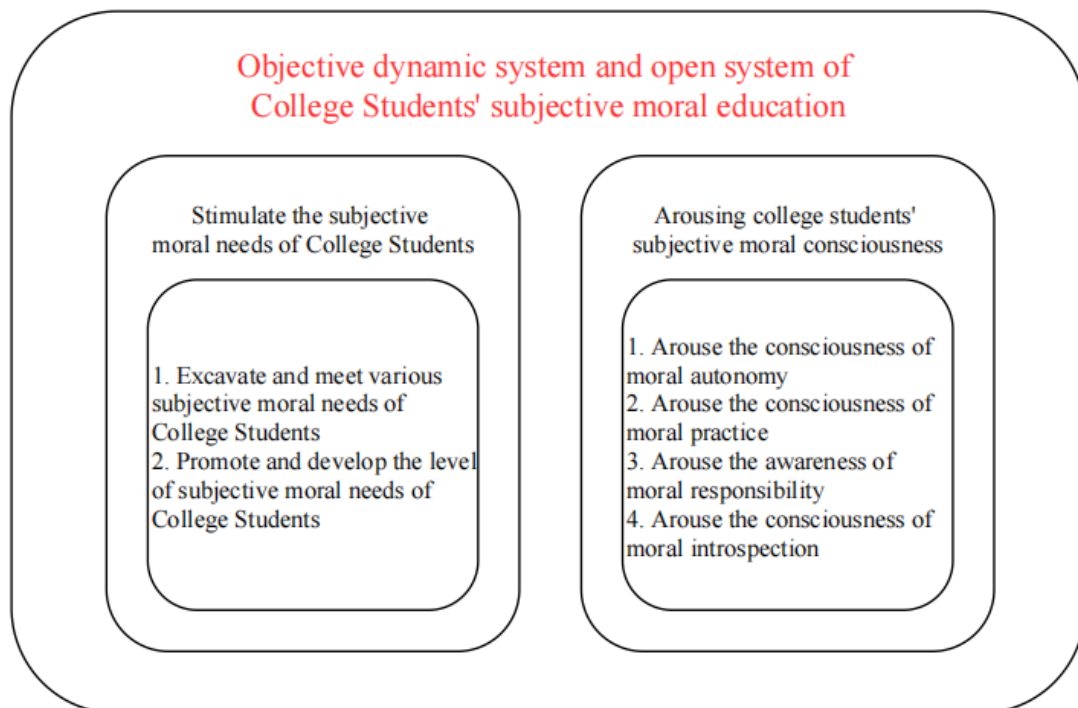


Fig.2 Dynamic and Open System Diagram of College Students' Subjective Moral Education

3.2 Moral Education of Caring for Life

In the context of contemporary Chinese educational research, there are important differences with the West. In Chinese history, the dominant group's life values have its own ideological and institutional traditions. Our study of life is to discuss the education of schools, and the comparison with philosophers is only on the basis of philosophy. Our focus is not only on what life means, but also on what school education means to life and how school education can realize its own life value^[10]. The moral education of life care means that on the basis of adhering to the people-oriented concept, it fully affirms the subject status of people, pays full attention to the life status of students, pays attention to the process and perfection of their life development, adheres to the value orientation of respecting, developing and shaping people, and helps students establish the correct life values. The essence of life care is to fully pay attention to life and improve the quality of life. Finally, it reaches the realm of improving life.

Moral education of caring for life fully shows respect, understanding and development of people, so as to realize the unity of healthy growth of individuals and harmonious development of society. The essence of life care is to give full play to moral education's high concern and concern for people's needs and development, which is the core concept of life care moral education-people-oriented. As a complete and developing person, students don't come to this world to live an adult life. They have the right to experience the whole life process from birth to death and the whole meaning of life as human beings. It is based on this level that life care is reflected in the moral education of modern life.

3.3 Constructing the Moral Education Mode in Colleges and Universities with Life Care as the Basic Value Orientation

The traditional moral education curriculum in Colleges and universities is just the inculcation of knowledge. In order to carry out effective moral education in the context of the great environment given by the times, we must grasp the correct way of moral education, give play to the function of

moral education, and promote the healthy growth of college students. In terms of teaching methods, we should use diversified teaching means and methods to stimulate students' enthusiasm for learning and stimulate students' autonomous learning; In the teaching mode, the life care education should be integrated into the role of teachers to increase the interaction between teachers and students; In terms of teaching effect, professional teachers in Colleges and universities should make full use of their social experience, emotional experience to move students, and guide students to establish a correct outlook on life. In the daily moral education, it is particularly necessary for counselors to pay attention to the content of life care. Counselors themselves should carry out professional basic theoretical training of life care, and also make up for the knowledge. In the process of communication, they should carry out various moral practice activities that conform to the moral quality and physical and mental development of students, so that students can experience life and understand life. This is the final destination of moral education. We should promote the spiritual communication between teachers and students in the teaching class, carry out life emotion experience education, pursue the meaning and value of life in various practical activities, and constantly enhance the students' sense of responsibility and mission, so as to improve the effectiveness of moral education in Colleges and universities.

4. Conclusions

The level of people's subjectivity development is one of the important signs to measure the progress of a society, and moral education, which plays an important role in people's development, is efficient only on the premise of giving full play to people's subjectivity. The theory systematically expounds from one side that subjective moral education is an inevitable requirement in line with objective laws, and in a rational society that emphasizes people-orientation, subjective moral education is an inevitable choice consistent with the spirit of today's times. In the context of contemporary China, we must choose a reasonable and correct value orientation of moral education in colleges and universities, which must be consistent with the transformation of our times, people's life needs and the possibility of school education itself, so as to truly combine moral education in colleges and universities with people's all-round development and truly realize people's all-round development. This paper makes a preliminary exploration on the generation of individual morality, the concept of subjective moral education, and how to carry out moral education in colleges and universities based on life care, so as to strengthen the subjectivity of college students' moral education, mobilize the enthusiasm, initiative and creativity of educators and educatees, and develop and construct the subjectivity of educatees.

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