



The Present Situation Investigation and Countermeasures for Social Morality Education in China's Universities and Colleges

Huqin Luo^{1*}, Xingwu Chen²

Wuhan Technology and Business University, Wuhan Hubei 430065

Introduction: 1. Luo Huqin(1982.09—), Gendre: Female, Nationality: Han, Place of Birth: Jingzhou City, Hubei Province, Educational Background: Postgraduate, Position: Teacher, Professional Title: Lecturer, School Name: Wuhan Technology and Business University, Research Field: College English Education, Translation Theory and Practices.

2. Chen Xingwu(1966.10—), Gendre: Female, Nationality: Han, Place of Birth: Wuhan City, Hubei Province, Educational Background: undergraduate, Position: Teacher, Professional Title: professor, School Name: Wuhan Technology and Business University, Research Field: College English Education.

Abstract: With the help of self-made questionnaire, this thesis tries to investigate the present situation for social morality education in China's universities and colleges, find out its shortcomings and bring out some countermeasures.

KeyWords: Self-made Questionnaire; Social Morality education; present situation; shortcomings; countermeasures

1. Introduction

Social morality is the simplest, least and most common code of conduct in social life. It is the most basic condition to maintain the normal, orderly and healthy development of social public life. Social morality is the code of conduct that all citizens should follow in social communication and public life, and also the moral integrity that citizens should have. The Outline for the Implementation of Civil Morality Construction clearly regulates the main contents and requirements of social morality in terms of "civility, courtesy, helping others, caring for public property, protecting the environment, observing discipline and abiding by the law".^[1]

Social morality education is one of the contents of socialist morality construction. It is also one of the contents of Ideological and moral education in primary schools. Social morality is a moral norm formed in people's long-term social life to regulate public life. It is also a moral norm to maintain the normal order of society and to enable people to produce, live and communicate normally. Public morality education in socialist society, through various occasions of family, school and society, exerts purposeful influence on the educatees in various forms and ways, and promotes the formation and development of their moral awareness, emotion, will and behavior habits.^[2]

The content of public morality education calls for modesty, enthusiasm, honesty, integrity, respect and concern for others, paying special attention to respecting teachers, respecting the elderly, respecting women, caring for children, respecting martyrs and honorary soldiers, caring for widows, helping the elderly living alone and disabled people, observing public order, stressing civility, courtesy, and hygiene. We should cherish public property, protect the natural environment and national resources, and consciously fulfil our obligations to the state and society.^[3]

2. Research Method

This thesis investigated the present situation for social morality education in some universities and colleges in central China with the help of self-made questionnaire and analyze the data with the software of SPSS. The questionnaire

Copyright © 2020 Huqin Luo *et al.*

doi: 10.18282/le.v9i8.1969

This is an open-access article distributed under the terms of the Creative Commons Attribution Non-Commercial License

(<http://creativecommons.org/licenses/by-nc/4.0/>), which permits unrestricted non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

consists of two parts: the basic information of the respondents and the main part which sets some options from the four perspectives of personal cognitive, school education, family education and social influence to investigate the present situation for social morality education in China's universities and colleges. This questionnaire was granted through the Internet and 1141 finished questionnaires were collected and the data were analyzed statistically.

The personal information of the respondents

	categories	numbers	rate
gender	male	514	45%
	female	627	55%
universities and colleges	key universities and colleges	136	11.9%
	higher vocational college	199	17.4%
	ordinary universities and colleges	806	70.6%
subject categories	Liberal arts	428	37.5%
	science	596	89.7%
	Arts and sports	117	10.3%
grade	freshman	516	45.2%
	sophomore	401	35.1%
	Junior	172	15.1%
	senior	52	4.6%
only-child or not	yes	473	41.5%
	No	668	58.5%
student cadres or not	yes	476	41.7%
	no	665	58.3%
political appearance	Party Members	58	5.1%
	League Members	1041	91.2%
	Ordinary people	42	3.7%
academic record	No failures in any courses	880	77.1
	Failure in public courses	137	12.0
	Failure in professional courses	89	7.8
	Failure in both public courses and professional courses	35	3.1
Native place	Northern China	60	5.3%
	Central China	781	68.4%
	Eastern China	101	8.9%
	Southern China	81	7.1%
	西北地区 Northwest China	24	2.1%
	西南地区 Southwest China	82	7.2%
	东北地区 Northeast China	12	1.1%
Be coming from	大中城市 Big cities	211	18.5%
	小城镇 Small towns	442	38.7%
	countryside	488	42.8%
Names of high schools	public key high school	374	32.8%
	public ordinary high school	640	56.1%
	private high school	95	8.3%
	others	32	2.8%
Family income per month	Above ¥10000	137	12.0%
	8000-10000	161	14.1%
	5000-8000	257	22.5%
	3000-5000	247	21.6%
	1000-3000	115	10.1%
	Below ¥ 1000	22	1.9%
	No fixed income	202	17.7%
Personal expense per month	above ¥ 2000	93	8.2%
	1500-2000	320	28.0%
	1000-1500	476	41.7%
	500-1000	185	16.2%
	Below ¥500	14	1.2%
	No fixed expense	53	4.6%
Total number		1141	

the analysis of the present situation and countermeasures

personal cognitive

Who exerts the greatest influence in the perspective of social morality education in your personal growth			
parents	teachers	Relatives and friends	Public figures
68.4%	22.0%	5.5%	4.0%
Which exerts the greatest influence in the perspective of social morality education in your personal growth			
family	school	Public places	Internet and media
39.8%	41.5%	10.5%	8.2%

90.4% respondents believe that parents and teachers exerts the greatest influence in the perspective of social morality education and 81.3% respondents believe that family and schools exerts the greatest influence in the perspective of social morality education which means the majority of respondents approve that school education and family education play a vital part in social morality education for university and college students.

school education

		school	instructor	Ideological and Political Teachers
Evaluation modes for Ideological and Political course	examinations	26.6%		
	Practice report	8.3%		
	Curriculum papers	4.4%		
	The combination of theory examinations and practice report	60.6%		
the general situation of social morality education	Mainly theory teaching	43.5%		
	Mainly practice teaching	7.6%		
	Mainly case-based teaching	6.0%		
	Combining theory with practice	42.9%		
The general situation of social morality education	Mainly theory teaching		36.4%	40.1%
	Lecture on classic cases in society		29.4%	39.8%
	publicize the campus act against social morality		25.8%	10.8%
	Regularly organize students to practice social morality		8.5%	9.4%
The major ways to carry out social morality education	Offer specialized courses	43.0%	17.5%	
	Hold special lectures	20.9%	16.6%	
	Infiltration of group activities	23.0%	46.6%	
	no arrangement	13.0%	19.3%	
The frequency of carrying out social morality education	regular education			42.8%
	less frequent education			34.2%
	It took no time at all			4.7%
	Not clear			18.3%
Consciousness of carrying out social morality education	strong		54.9%	
	Weak		22.7%	
	Not at all		4.7%	
	Not clear		17.7%	

From the above table, we can see that the proportion of combining theory with practice is 60.6% in the evaluation modes of ideological and political courses, while the proportion of classroom examination, practice reports and curriculum papers is small. As far as the current evaluation modes are concerned, the proportion of practice assessment can be increased. As for the overall situation of social morality education in universities and colleges, we should continue to increase the proportion of practice teaching, case teaching and the combination of theory and practice. Apart from instructors and ideological and political teachers, all teachers need to enhance their awareness of social morality education. On the basis of theoretical teaching, they should also publicize the anomie of public morality by using more of their surrounding examples against social morality and increase opportunities for students to practice social morality, such as specialized social morality education courses offered by schools, special lectures given by ideological and political teachers, infiltration of class and group activities by instructors, and integration of ideological and political education into their classes by teachers of other professional courses and public courses.

family education

Who cares more about you in life?				
father	mother	The same	others	indefinite
11.0%	25.6%	55.2%	2.5%	5.7%
Which family member has a more significant moral impact on you?				
father	mother	The same	others	indefinite
17.0%	23.7%	50.7%	2.0%	6.6%
Do you think parents have a strong sense of social morality?				
strong	weak	Not at all	Not clear	
71.5%	20.3%	0.8%	7.4%	
Which of the following is the main way for parents to educate you about social morality?				
Reasoning things out	Observing by yourselves instead of reasoning	teach by precept and example	hardly no special education.	
43.6%	6.9%	41.7%	7.8%	

As for family education, parents play a very important role in children's social morality education, which is mainly reflected in the two aspects of reasoning and teaching by example, so parents should continue to enhance the awareness of social morality education in the limited time spent with children and play an exemplary role and a demonstration role by starting from their own.

social influence

Which role do you think the news media such as Internet play in the social morality education of university and college students?				
Positive guidance	Negative influence	No effect	Not clear	
64.5%	11.3%	5.1%	19.1%	
Will you follow the new deeds and contents of social morality, such as observing public order and caring for public property, which are propagated in the news media such as Internet and newspapers?				
Of course	all show stuff. It's worthless to follow	never pay attention	indifferent	
76.2%	4.6%	9.2%	10.1%	
Do you think that the social civilized behaviors such as observing public order and caring for public property, which are propagated by news media such as Internet and newspapers will play a proper role in guiding university and college students?				
great positive guidance	certain positive guidance	no positive guidance	Not clear	
37.8%	53.6%	3.2%	5.3%	

The news media such as Internet and newspapers has played an educational role in the social morality education of university and college students, but it also needs the correct guidance of the school and parents, so as to play a better guidance role in the social morality education of university and college students.

3. Summary

Through the analysis of the current situation of social morality education of university and college students, the author puts forward the following suggestions: to increase the proportion of practice assessment in the assessment of ideological and political courses; to find out an effective way to integrate ideological and political education into professional courses and public basic courses by combining the socialist core values and carry out ideological and political education in the school curriculum; to give lectures on classical cases in society and the anomie of social morality on campus and conduct relative class activities; to combine schools with parents, maintain a sensitive attitude towards the anomie of social morality in society and guide university students in time.

Reference

1. Baidu Encyclopedia. Social Morality. [https://baike.baidu.com/item/social morality/2746856?fr=Aladdin](https://baike.baidu.com/item/social%20morality/2746856?fr=Aladdin)
2. Gu Mingyuan. Dictionary of Education: Shanghai Education Press, 1998
3. Baidu Encyclopedia. Social Morality Education. <https://baike.baidu.com/item/22551082?fr=aladdin>