

Research on Moral Education in Colleges and Universities from the Perspective of Caring Ethics

Linhua Wang

Zhejiang Shuren University, Hangzhou, Zhejiang 312028, China

Abstract: Traditional moral education in colleges and universities is too rational and didactic, ignoring the important role of emotional factors and teacher-student interaction in moral cultivation. In order to solve this problem, this paper takes the perspective of caring ethics as an example to study moral education in colleges and universities. This paper puts forward some new ideas, such as paying attention to emotional experience, paying attention to teacher-student relationship, creating caring atmosphere and providing compassionate teaching, so as to provide reference for the reform of moral education in colleges and universities. Caring ethics emphasizes the importance of the needs of others, the interaction between people, sympathy, compassion and responsibility, which is highly consistent with the goal of moral education. By integrating the idea of caring ethics, moral education in colleges and universities is expected to guide students to internalize their moral consciousness and cultivate their comprehensive moral cultivation.

Keywords: Caring ethics; Moral education in universities; Emotional experience; Teacher-student relationship; Caring atmosphere

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Introduction:

Moral education is one of the core contents of college education, aiming at cultivating students’ correct values and moral cultivation. Traditional moral education in colleges and universities overemphasizes rational preaching and neglects the important role of emotion in moral development. Caring ethics, as a new ethical school, provides a new perspective and path for moral education in colleges and universities.

Caring ethics originated from feminist thought and was proposed by psychologist Gilligan. It opposes the over-rationalization and abstraction of traditional ethics, and advocates the importance of emotions, relationships and specific situations in moral judgment. Caring ethics emphasizes paying attention to the needs of others, paying attention to the interaction between people, and paying attention to compassion, compassion and sense of responsibility. These ideas coincide with the goal of moral education in colleges and universities, and inject new vitality and inspiration into moral education in colleges and universities.

1. Problems in moral education in colleges and universities

1.1 Too rational and abstract

Traditional moral education courses in colleges and universities often stop at theoretical interpretation, lacking of vivid and interesting case analysis and scenario simulation. Teachers are used to interpreting and preaching moral principles and norms, but neglect the importance of allowing students to experience and internalize these moral knowledge. The cultivation of moral concepts and conduct should not only be a store of knowledge in the mind, but also need to generate emotional resonance through specific situations, and then internalize into behavior habits. However, classroom teaching is often dry, tasteless and unattractive, and it is difficult for students to get real understanding and sublimation from it.

1.2 Ignore emotional factors

In the process of moral development, emotion plays a crucial role. Empathy, compassion and other sentiments are not only the inner motivation of moral judgment and behavior, but also the basic elements of human beings. However, moral education in colleges and universities has long attached too much importance to rational analysis and ignored the value of emotional experience. The cultivation of moral sentiment in class often stops at preaching what should be done, lacking sincere feelings and understanding. The core of moral cultivation lies in empathy for the good, rather than rigid theoretical preaching. Without the guidance of emotional dimension, it is difficult for moral education to be truly internalized by students into personal conduct cultivation.

1.3 Lack of teacher-student interaction

Moral education should not be a one-way lecture, but an interaction between teachers and students. However, at present, in the moral class of colleges and universities, teachers often play the role of authority and decision, and carry on one-way theory indoctrination to students, lacking adequate communication and interaction. The lack of equal dialogue between teachers and students makes it difficult for students to speak freely and express their thoughts and feelings. This single teaching mode is not conducive to the establishment of deep emotional connection between teachers and students, and is not conducive to students' in-depth thinking and internalization of moral issues. The formation of moral concepts and conduct requires a gradual and sincere interaction between teachers and students, without which the effect of education will be greatly reduced.

2. New ideas of moral education in colleges and universities from the perspective of caring ethics

2.1 Focus on emotional experience

Moral education in colleges and universities should abandon the boring theoretical preaching, but let students experience different emotions and empathize with them, and then internalize them into personal moral cultivation. Teachers can use a variety of forms, such as drama, movies, games, etc., to bring students into a specific situation. Through the immersive way, students can substitute the situation of different characters, to feel the joys and sorrows of others, to understand the pain and joy of others.

For example, if an excellent film and television work reflecting social reality is shown in class, students can follow the perspective of the characters in the drama, experience their environment and encounter, and understand and sympathize with their choices and behaviors. For example, by participating in a simulation game, students will put on different roles and make choices in the virtual situation, so as to feel the corresponding emotional fluctuations. This kind of immersive and experiential approach can arouse the resonance of students more than simple theoretical preaching, so as to truly understand the importance and value of moral consciousness.

In this process, teachers should actively create conditions to guide students to question, think and discuss, rather than imposing their own ideas and views on students. Only by allowing students to experience and think on their own, can moral consciousness really take root and sprout in their hearts, and finally internalize into personal conduct cultivation. Through emotional experiences, students' empathy will be greatly enhanced, they will be more attentive to the needs of others, and they will attach greater importance to the value of being kind to others.

2.2 Pay attention to teacher-student relationship

Under the concept of caring ethics, the relationship between teachers and students should not be the relationship between authority and subordination in the traditional sense, but the relationship of equality, mutual respect and mutual love. Teachers should pay attention to the needs of each student with sincere love, and communicate with students in an equal attitude, rather than patronizing them. Good teacher-student relationship is not only a channel of knowledge transmission, but also a key factor that subtly affects students' character.

An empathetic teacher will not impose her will on the students, but will try to understand their thoughts and feelings and guide them through equal dialogue. On the basis of mutual respect and love, the relationship between teachers and students will become intimate and friendly, easing the tension and opposition in the traditional mode. Students are more open to express their inner thoughts and doubts, and teachers will patiently listen and answer, forming a positive interaction between the two.

In this relationship, the boundaries between teachers and students no longer exist; they are sincere friends and partners who walk hand in hand. Students will feel care and attention instead of cold preaching, so that they can more easily accept and internalize the moral consciousness transmitted by teachers. At the same time, teachers will continue to get new thinking and enlightenment in the communication with students, and constantly improve their own personality cultivation. It is precisely this kind of equality and mutual respect between teachers and students that creates a warm environment for moral education, so that the emotional flow between

teachers and students naturally promotes the inheritance of knowledge and morality.

2.3 Create a caring atmosphere

Campus cultural atmosphere is like a mirror, reflecting the value orientation and spiritual outlook of teachers and students. To fully embody the concept of caring ethics on campus, it is necessary to build a caring, friendly and mutual assistance cultural atmosphere. This atmosphere should not be a slogan, but the spirit of care into every corner of the campus, reflected in the words and actions of teachers and staff.

For example, special places such as care homes and psychological counseling rooms can be set up on campus to provide open and inclusive Spaces for teachers and students in need. Campus activities should incorporate more elements showing humanistic care, such as charity bazaar, disabled welfare, etc. Teachers and staff should help each other and set a good example of care for students everywhere. Under the influence of this environment, students naturally accept and internalize the concept of caring as a basic moral principle of life.

When teachers and students feel each other's sincere love in daily life, when they see the wind of mutual help and friendship everywhere around them, the concept of caring ethics will naturally take root in their hearts.

2.4 Provide compassionate teaching

From the perspective of caring ethics, teaching should not only be a simple transfer of knowledge, but more importantly, teachers' thoughtfulness and spiritual nourishment to students. In traditional teaching, teachers often lecture on the stage without paying attention to individual students. In the compassionate teaching mode, teachers need to always pay attention to the specific needs of students, listen to their ideas with patience and kindness, sympathize with their confusion, and guide them to think in a sincere way.

This teaching mode is far from preaching, but a kind of spiritual care and nourishment. Teachers should strive to understand each student's personality characteristics and learning conditions, and use appropriate ways to inspire and instruct them. Some students have active thinking, so teachers should give more space for discussion. Some students are introverted, so teachers need more understanding and tolerance. Some students already have certain cognition, and teachers can appropriately give extended thinking.

In this teaching process, teachers not only impart knowledge, but also give students emotional support and encouragement. When students are confused or faced with difficulties, teachers should be sympathetic to their situation, use affinity to resolve their inner anxiety, use empathy to understand their ideas, and use a generous mind to tolerate their mistakes.

Conclusion:

Integrating caring ethics into college moral education is a new educational idea and practical exploration. It not only helps to improve the effectiveness of moral education, but more importantly, it guides students to truly internalize moral consciousness and establish moral beliefs with the power of emotion, so as to better adapt to the comprehensive needs of modern society for talents. Colleges and universities should actively absorb the theoretical vision of caring ethics, innovate the mode of moral education, and provide students with a more meaningful and humanized growth environment.

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About the author:

Linhua Wang, female (1988.02 -), Han nationality, born in Dandong City, Liaoning Province, Master, senior lecturer, research interests: Party building, ideological and political, moral education of college students