

Reflections on the Responsibility Education of College Students in the New Era

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Abstract: College students' responsibility education is an important part of moral education in colleges and universities in the new era. Aiming at the weakening of responsibility consciousness of some college students, the article focuses on the current college students' responsibility education implementation in with carries on the analysis puzzled, and the causes of responsibility education for college students are analyzed. The paper expounds from the following aspects: Creating a strong sense of responsibility culture, Building a complete responsibility education target and content system, Perfecting the system and mechanism innovation of responsibility education and so on several aspects the practice way. Thus, This paper puts forward practical suggestions and ideas for the responsibility education of colleges and universities in the new period, so as to effectively implement the fundamental task of cultivating morality and cultivating people.

Keywords: Responsibility Education; Puzzled; Analysis of Causes; Path Study; Responsibility Culture.

Introduction

In September 2020, at a national symposium of experts in the field of education, culture, health and sports, General Secretary Xi Jinping specifically stressed the need to cultivate students' patriotism, social responsibility, innovative spirit and practical ability. To carry out responsibility education, guide college students to set up the correct values, can correct cognitive responsibility, clear their role and position, set up the main body responsibility consciousness, education and guide young college students cultivate consciously responsible ability, influence and radiation the public, is the important mission of college responsibility education in the new period, is also the inevitable requirement of cultivating new era. Therefore, it is of distinct significance of The Times to strengthen the responsibility education of college students and cultivate innovative talents with a high sense of responsibility. Based on this, this paper thinks about the current situation of college students' responsibility education, and puts forward its own suggestions from the perspective of school education.

1. The current loss and confusion of college students' responsibility education

Contemporary China is in a period of rapid development. With the profound transformation of society, higher education reform is in a diversified macro environment. This reality brings new challenges to the current responsibility education of college students, faces up to the current adverse factors, and provides an important premise for realizing the innovative development of responsibility education. On the basis of the analysis and investigation data, the current responsibility education of college students mainly has the following deficiencies:

1.1 The role of responsibility education is not high in enthusiasm

Current young students responsibility cognitive education is mainly in the process of ideological and political teaching

work in universities, teachers lack of correct understanding of the necessity of responsibility education, think the teaching content is relatively simple, teach only to preach, lack of innovation, formed the responsibility education content is relatively boring, in the process of education participation is low, make students in the aspect of responsibility cognition is relatively superficial, weakened the formation of the responsibility behavior.

1.2 The absence of university campus responsibility cultural elements

Responsibility culture is bred in the spiritual and material level of university campus culture. Campus spirit and culture is the core of university culture construction, which is manifested through the school style, study style, teaching style and other forms, and all aspects should contain the content of responsibility education. But at the present stage in the process of implementation, such as teachers professional responsibility is weak, teaching attitude is not rigorous, academic irregularities, student discipline relaxation, learning attitude, cheating phenomenon often occur, that the campus spiritual and cultural environment lack of responsibility theme elements, the concept of "responsibility will bear" failed to truly practice. In terms of material culture construction on campus, when solving the practical problems of teachers and students, some schools only pay attention to face projects, and their responsibilities and rights are not clear, leading to the deviation of targeted services. These adverse factors will lead to adverse effects on college students' cognition of responsibility.

1.3 The responsibility education target system is not perfect and lacks

guidance

Through questionnaire survey and field visits, the target system in the current process of school responsibility education needs to be improved and lacks guidance. Mainly manifested in the following aspects: first, the lack of systematic education content; the current content of university responsibility education "hidden" in moral education, there is no perfect responsibility education curriculum system, ignoring the systematic system and integrity of responsibility education. Second, education emphasizes theory over practice; many universities reduce the cultivation of responsibility consciousness and responsibility spirit to knowledge education, mainly with moral understanding education, ignoring the cultivation of student practice mechanism. Third, education lacks reality; education content focuses on macro aspects, more abstract, divorced from social reality and students' understanding level. Fourth, there is no obvious hierarchy and pertinence; responsibility education is mainly undertaken by ideological and political education, and education is mainly concentrated in the lower grades, while the seniors have no corresponding cognitive education. This situation shows that the education object has no obvious hierarchy and pertinence, and responsibility education has not played a continuous effect.

1.4 Responsibility education lacks a scientific performance evaluation

mechanism

The essence of responsibility education is to cultivate innovative talents with noble sentiments, consistent with words and deeds and strong practical ability. At present, although some colleges and universities have carried out responsibility education in the process of education, they have not incorporated responsibility education into the university talent training system in the implementation process, and the lack of effective responsibility education evaluation mechanism leads to the disconnection between students' personal cognition and social needs. In the process of responsibility cognition, the evaluation of the cognitive effect is a mere formality, only based on the theoretical investigation, and ignoring the evaluation of students' daily behavior. Because the effect of responsibility education is mainly reflected in the students' responsibility behavior, it needs to be investigated from the daily behavior expressed in real life. Although some schools also carry out relevant volunteer service activities, the schools only pay attention to the participation of the process, but the relevant validity evaluation is relatively vague.

2. Analysis on the Cause of College Students' Responsibility Education

Through in-depth analysis of the loss of responsibility and confusion of college students' responsibility education, the lack of a complete education system in the implementation process of responsibility education in colleges and universities, leading to the lack of responsibility of some college students. In addition to the formation of college students' responsibility will is influenced by social, family and other factors, colleges and universities, as the main educational position of college students, have a decisive impact on the formation of individual responsibility quality of college students. The causes of the little effect of college students' responsibility education are as follows:

2.1 The utilitarianism of education affects the continuous development of responsibility education

The fundamental purpose of university education is to cultivate talents with a high sense of responsibility in all aspects. Due to the influence of utilitarianism, colleges and universities pay more attention to the cultivation of professional skills, employment rate and other indicators, dilute the improvement of humanistic quality, and ignore the cultivation of students' responsibility quality and moral spirit. At the same time, some utilitarian educational content in school education brings misleading information to students. Pure "knowledge education" mainly focuses on indoctrination, which is divorced from students' life experience. The students cultivated by this kind of education are only "knowledge containers", which lack innovation motivation and responsibility quality

2.2 Educators have a vague understanding of "education is based on responsibility"

In some colleges and universities and teachers, the understanding of the real purpose and real responsibility of education is relatively vague, and it is not clear what is "true education" and what is "false responsibility". Therefore, with the so-called "high degree of responsibility for students" spirit, resulting in the occurrence of "excessive education" of subject knowledge, "insufficient education" of responsibility for college students' moral responsibility, "idealization" of education and other behaviors.

2.3 The lack of responsibility education exploration and research restricts the development of responsibility education

Responsibility education is a strong moral support for the healthy development of society in the new era, which has naturally become a focus of moral education in colleges and universities. However, from the form of the current situation, the practice of responsibility education in colleges and universities lags far behind the social responsibility requirements for the future subjects, and the theoretical research of responsibility education lags far behind the objective needs of responsibility education practice in colleges and universities. In view of the psychological formation mechanism of college students' individual responsibility accomplishment, how to cultivate and develop from the perspective of process and dynamics, we all need to promote each other from the theoretical and practical levels. There are many internal and external reasons for college education, but the lack of research on the individual responsibility quality is an important factor.

3. The path optimization of college students' responsibility education in the new period

3.1 Create a strong "responsibility culture" atmosphere

3.1.1 Internalize the responsibility education concept with the time-led

values

The ideology of young college students directly affects the level of their own responsibility quality. Integrate the socialist core values into the construction of university campus responsibility culture, adhere to the guidance of core values, actively publicize the meaning of responsibility and the responsible behavior close to the actual life of college students, so that young college students can distinguish right from wrong, and put the correct cognition of responsibility into their ears and hearts. By actively creating a responsibility cultural atmosphere and integrity system that takes full responsibility and takes irresponsibility, promote the development of college students' responsibility consciousness and the formation of responsibility spirit, make young students adhere to the scientific attitude of seeking truth from facts, integrate knowledge and action, speak the truth, and do practical things.

3.1.2 Use new media to guide responsibility education

Give full play to the function of public opinion environment and education, and carry out multi-level public opinion publicity work around the theme of responsibility. Strengthen the construction of campus network positions, use new media to positively publicize the typical responsible deeds and figures around college students, release positive energy, and play a demonstration and leading role. While using the mass media to guide us, we should be good at using the popular language of college students, be happy to carry out online responsibility education, and enhance the orientation and affinity of the responsibility public opinion atmosphere.

3.1.3 Create a cultural field for responsibility education

To build a cultural field of responsibility education, on the one hand, is to devote itself to creating the atmosphere of full participation in responsibility education, build a cultural atmosphere of responsibility education, and practice the responsibility principle in the construction. Give full play to the role of faculty and staff and college students, especially the backbone of college students, give full play to their own understanding of the actual situation of responsibility, mobilize the initiative and enthusiasm of students to participate in education, and enhance the pertinacity and effectiveness of responsibility publicity and education. On the other hand, we will actively carry out a series of measures, such as various forms of responsibility publicity month, theme class meeting, seminar, story report meeting, knowledge competition, responsibility special lectures, and campus radio responsibility column, to create a "responsibility education" cultural field on campus in an all-round and multi-channel way.

3.2 Build a complete responsibility education objectives and content system

By building a complete responsibility education goal and content system, improve the pertinancy and effectiveness of responsibility education, better promote the cultivation of responsibility literacy of young college students, responsibility education through all stages of the growth of college students, forming a complete and clear level of responsibility education goals and content system.

First of all, according to the law of education and the law of students' physical and mental development, the relevant government departments plan and formulate the overall education objectives and content system of responsibility education in colleges and universities, as the outline of responsibility education in colleges and universities.

Secondly, each school can, according to the outline and the orientation of running schools, use the opportunity of the current "curriculum ideological and political" construction, strengthen the construction of disciplines and teaching materials, compile the school-based responsibility education teaching material system in line with the actual school, open school-based courses according to the grade level, and bring responsibility education into the school talent training system.

Thirdly, according to the requirements of ideological and political construction of college courses, give full play to the role of classroom teaching of each course in the responsibility education of college students. Strengthen humanistic quality education, by excavating traditional Chinese ideological and cultural resources, combining with professional course education, through the influence and influence of education, accumulate their own responsibility factors, and cultivate

excellent responsibility quality.

Finally, the construction of high-quality university responsibility education teachers. The teachers of responsible education and teaching will be included in the overall construction of the school teachers, and the quality of the teaching staff and the teaching ability will be continuously improved through standardized training. Strengthen the education of teachers 'professional ethics, especially the construction of teachers' ethics, and establish the responsibility image of teachers.

3.3 Improve the system and mechanism innovation of responsibility

education

At present, it is difficult for the responsibility education in colleges and universities to experience the weight of responsibility in the process of knowledge and theory indoctrination, and the practical education of responsibility is increasingly formalized and marginalized. In view of the bottleneck existing in the process of responsibility education, school responsibility education should not only innovate classroom teaching methods (the combination of indoctrination and inspiration), but also return responsibility practice to life. Morality is fundamentally practical, to permeate the concept of responsibility into the social situation, to let young students learn how to be responsible in life, to experience the meaning of responsibility in practice, and truly achieve the unity of knowledge and action. To implement the institutionalization of young students' participation in social practice, from the perspective of college education management, it is necessary to improve the system and mechanism innovation of responsibility education in colleges and universities from the following points.

3.3.1 Build a linkage working mechanism of

"government-community-school"

The relevant departments of the local government should coordinate the social service work of all colleges and universities in the region, formulate institutional standards for students to participate in social service and social practice with local reality, give full play to the role of students 'comprehensive quality assessment, and institutionalize students' participation in social practice and social service. The "school-community compound model" responsibility of practice education platform, not only implement the "government leading, community collaboration, school is responsible for" multi-participation linkage mechanism, at the same time provides to solve practical problems oriented community practice learning project, with experiential learning will responsibility consciousness into students inner conscious action, make the responsibility education in colleges and universities more effective.

3.3.2 Responsibility practice education is incorporated into the university

talent training system

In the process of implementation, colleges and universities will bring the responsibility education into the talent training system, especially to take the responsibility education practice as a compulsory course of ideological and political education in colleges and universities, and formulate the teaching standards of responsibility education practice. Reform the practice teaching content and mechanism, improve the practice teaching system, establish a systematic social practice files.

Improve the insurance system for students' practice activities, build the responsibility practice education platform, and actively strive for the support of "government-community-school", so as to ensure the continuous development of responsibility practice education. In the process of practical guidance, pay attention to the selection and training of comprehensive practice course professional teachers.

3.3.3 The combination of responsibility education practice and theoretical

professional knowledge boosts the educational role of the second classroom

Combine the practice of responsibility education with professional theoretical knowledge, and carefully organize various forms of practical activities to boost the educational role of the second classroom. At the same time, a variety of voluntary services, professional practice, labor education, so that students can fully understand the social life, use their own professional strengths to solve practical problems, stimulate students' sense of responsibility, improve the effectiveness of the sense of responsibility cultivation.

3.3.4 Establish a scientific responsibility education performance evaluation mechanism

Only by combining responsibility performance and accountability can we establish a benign responsibility orientation and enhance the effectiveness of responsibility education. Colleges and universities should establish and improve the evaluation and supervision system of responsibility education, be responsible for evaluating the implementation status of students' responsibility education practice, analyze the factors affecting the quality of college students' responsibility, and timely feedback the evaluation results to the relevant functional departments of colleges and universities, and put forward measures to improve responsibility education. By establishing a scientific responsibility education performance evaluation mechanism, thus to improve the effectiveness of responsibility education.

In a word, responsibility education in colleges and universities is an important channel for the formation of college students' responsibility literacy. Implementing school responsibility education and cultivating responsible people has become the only way for contemporary education reform, and it is the sacred mission entrusted by the development of The Times to school education. Based on this, this paper puts forward the current path optimization of the college students' responsibility education from the perspective of college education management, which provides a reference for the practice of college responsibility education in the new period.

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