Research on Realistic Value and Mode of Moral Education at University Based on Knowledge & Action Big Class

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Keywords: Moral education, Realistic value and mode, Knowledge & action big class.

Abstract. College and university students are the constructors and inheritors of China’s socialist construction undertaking. They are the hope and future of China. Currently, various social ideological trends have kept influencing value orientation of contemporary college and university students. Against the backdrop, colleges and universities should emphasize more on combining “knowledge” and “action,” sticking to using the socialist core value system to lead students’ ideas and efficiently utilizing international and social educational resources to mold students into citizens with ideals, faiths, qualities and personality up to requirements of building socialism with Chinese characteristics.

Introduction

With the deepening of economic globalization, the continuous advance of science and technology and the constant popularity of information and technology, various social ideological trends have exerted an impact on value orientation of contemporary college and university students. As constructors and inheritors of China’s socialist construction undertaking, college and university students are the hope and future of China. Their moral qualities, ideological and political cultivation have a close bearing on the destiny and future of China. College and university students are in the critical period of their life, when their outlook on the world, life and values are still forming. Thus, colleges and universities are expected to better combine “knowledge” and “action,” stick to guide their ideas with the socialist core value system, efficiently capitalizes on social and international educational resources and equips students with ideals, concepts, citizen qualities and complete personality up to requirements of socialism with Chinese characteristics.

Educational Idea of Knowledge & Action

The “knowledge & action” theory is a theory about the relationship between knowledge and action. Here, “knowledge” refers to knowledge, ideas and cognition; “action” refers to behaviors and practices. Ever since the Shang Dynasty (B.D.1600~B.D.1046), there had been scholars studying about the dialectical relationship between “knowledge” and “action.” For example, Yi Yin once said, “Without thinking, one will harvest nothing. Without practices, one will go nowhere.” Confucius emphasized on learning, but more on practices. He said, “It is a great pleasure to put knowledge acquired frequently into practice.” This reflected Confucius’ understanding of the moral and social practice of connecting theories with practices. Xunzi advocated on unity of “knowledge” and “action”, saying that “One will never know how high the sky is if not climbing to the mountain top. One will never know how deep
the ground is if not getting close to the valley.” According to Xunzi, cognition acquired through learning is of different levels and should be verified through practices. Cheng Yi, a scholar of the Song Dynasty (A.D. 960~A.D. 1279), said that “knowledge goes before action.” Zhu Xi put forward ideas of “combining knowledge and action” and that “knowledge goes before practice, but practice is more important.” Wang Fu Zhi in the late Ming Dynasty (A.D. 1368~A.D. 1644) emphasized that knowledge and action are of equal importance and that the two complement each other. In the modern era, the “knowledge & action” theory has moved ahead along with historical evolution. According to revolutionary practices, Sun Yat-sen raised the idea of “to know is difficult, but to do is easy.” In On Practice, Mao Zedong also expounded on the relationship between “knowledge” and “action.” On Practice discusses the role of practices during the cognition process, pointing out that practice is the source and driving force of cognition and that social practices are the only authentic criterion to learn the outside world. Under the new historical conditions, Mao Zedong comprehensively and systematically expounded on the role of practice in epistemology, and his ideas developed the principle that practice is the foundation of knowledge in Marxist epistemology. On Practice by Mao Zedong made many unique contributions in terms of the concept, form, position and role of practices.

Realistic Value of Moral Education based on Knowledge & Action

Big Class

Analysis of the Development Status of College and University Moral Education

Currently, college and university moral education mainly includes theoretical teaching and practical education. The moral education theories often emphasize on systematic instruction of theoretical knowledge. However, if lacking a systematic cognition of practices, the classroom teaching can hardly achieve the due effect. Moral education practice is a form of education which realizes moral education objectives through practices. With students at the center, it has diversified forms, including survey, interview, observation and experience. During moral education practices, the two are not organically combined, thus resulting in following problems with college and university moral education:

Emphasis on theories, ignorance of practices and inadequate era adaption and social timeliness. Theoretical knowledge teaching is admittedly important. However, if the teaching content fails to keep up with the pace of social progress, teaching might be deviated from practices, psychological development demands of students and expectation of society and families. While formulating moral education objectives, many colleges and universities often just focus on nobility and unity, thus resulting in generalization of moral education objectives, lack of era adaption and social timeliness, and inadequate guidance and encourage for students to develop morals and complete personality. Despite of a high recognition of students’ educational level, students can hardly be stimulated in terms of their internal pursuit of sincerity, kindness and beauty.

Imperfect mechanisms and systems. At present, college and university moral education has not yet formed a large moral education system jointly participated by society, school and family. Enhancement and improvement of moral education for college and university students cannot just rely on school and ministry of education. Society, families and other forces should make concerted efforts. Meanwhile, most moral educational activities in colleges and universities are taken in charge of by the student affairs department and counsellors. The
participation enthusiasm and degree of other departments is low. In campuses are lacking awareness and atmosphere of all-involvement moral education

**Imperativeness of enhancing the faculty team construction.** Problems with the moral educational faculty team are mainly reflected in the following aspects. Frist, the percentage of faculty with the professional educational background is lower than that without. Consequently, professionalism and validity of moral education cannot be efficiently guaranteed, and the overall educational effects are waiting for improvement. Besides, faculty members lack a profound understanding of specificity of moral education. Most of them position themselves as knowledge spreaders and implementers of curriculum plans. Few have waked up to the fact that their real mission is to educate and cultivate students.

**Challenges posed by the student structural change.** The student structural change mainly refers to the increasing percentage of students, who are the only children in families. Some parents dote on their only children, seriously impeding the normal physical and mental development of children. Some children even develop some negative personalities, including stubbornness, willfulness, and lack of a collective mentality, teamwork spirit, compassion and sense of social responsibility. All these have increased the difficulty of moral education.

**Emphasis on Unity of Knowledge & Action, Learning and Thinking**

College and university education should attach great importance to practices so that students can have an awareness of combining their knowledge and action and avoiding disjoint between the two. Apart from knowledge provided by professors, society is a reservoir of moral educational resources, which prompt students to “earnestly practice what they advocate and experience in person.” To colleges and universities, educational resources from enterprises, the international community and families are assets of immeasurable value. To fully dig and utilize all these educational resources, especially moral educational resources deep within, are of vital value to implementation of moral education.

**Dig corporate moral educational resources and build an authentic talent development environment and a moral educational practice platform.** Excellent enterprises attribute their excellence to political, economic, scientific, technological, cultural, patriotic and collective factors. They are favorable moral education bases in themselves. All of them have incorporated lofty qualities, wisdom and development efforts of founders and workers into their startup, construction, production and development process. The corporate spirit with infinite charm and strength helps form a unique corporate culture. If taking internships, working and developing in such a corporate atmosphere, students will be naturally and quietly influenced. Colleges and universities need to make the best use of circumstances and conduct moral education based on their geographical conditions. As long as the teaching content stays closer to the reality, students will acquire a deeper understanding of life and the moral education effect will be more significant.

Excellent enterprises have modernized management teams and high-quality professional technicians. Talents are the backbone of an enterprise and vivid teaching materials and models for college and university students. Talents in these enterprises are involved in various social fields. In a professional work team, students can not only obtain professional training, but also experience the teamwork spirit of collaboration and cooperation. Gradually, students’ collective awareness will be enhanced and their social abilities together with their interpersonal abilities will be improved.

**Dig internal moral educational resources and develop students’ international vision.** Along with the constant popularity of QQ, MSN, microblog and other Internet techniques, a
large number of foreign ideas and cultures flooding into China, the dramatically transformed social environment and the rapid-developing information techniques have exerted a profound influence on students’ lifestyle, ideas, concepts and value orientation. Faced with the new situations, college and university moral education should not be secluded from the outside world, but actively capitalize on international educational resources to build an international talent cultivation platform for students. For example, education programs jointly held by colleges and universities at home and abroad, international student exchange programs, international industry-academy cooperation and so on can help students study abroad, learn other countries’ natural environment, cultural customs, educational status and economic development. In this way, students will internally recognize and carry forward fine traditional Chinese culture, develop their national pride, creativity, operational ability and ambition, widen their range of knowledge and equip themselves with cross-cultural communication skills.

**Dig family moral education resources, lead parents to focus on moral education and promote healthy growth of students.** Family moral education means that parents or other elders unconsciously influence or consciously educate the young generation and unconsciously turning moral standards, ideas and political concepts into qualities of educators. “If a son is not well educated, it is the fault of his father.” The educating influence of parents’ speech and behaviors on their children is self-evident. Sound family education is an important link to promote healthy growth of students. It cannot be replaced by school education or social education. Family moral education covers a wide range, such as compassion education, civilization education, labor education and moral education. Colleges and universities can regularly hold parents’ meetings so as to draw parents’ attention to students’ moral education.

**Mode of Moral Education based on Knowledge & Action Big Class**

**Combine Ideological and Political Theoretical Teaching with Practical Education**

The combination of ideological and political theoretical teaching with practical education can provide a vigorous theoretical support for college and university students’ ideological and political education. Through practical education, students can learn and think, practice and reflect, put knowledge acquired in class into practices in society and enterprises, and seek solutions to theoretical issues through practices in the real educational environment. Meanwhile, students can take questions to the classroom. Through classroom re-education, students can get a better understanding of life, firm up their faith, approve and implement the socialist core value system. The mode can help students walk out of the campus, step into the society, experience remarkable achievements made by the socialist modernization construction, enhance their sense of achievement, pride and responsibility to build socialism with Chinese characteristics. Such a teaching style can shorten the distance between curriculum teaching and reality, deepen students’ understanding of theoretical knowledge, and achieve more significant teaching effects.

**Combine Regular Ideological and Political Education with Practical Education**

Colleges and universities can launch theme education in campuses, such as demonstration education, honesty and trustworthiness education, national spiritual education, law and discipline education, school motto and discipline education, patriotic education, psychological health education, humanistic education and visit of corporate sites. Theme education of the kind can be joined by old party members, which can not only provide comprehensive and
professional cultural edification for students, but also enhance students’ collective concepts and improve their interpersonal and anti-setback abilities. Colleges and universities can make use of joint school running between Chinese and foreign schools, international mutual credit recognition, international exchange student program and international industry-academy cooperation to develop students’ international vision and patriotism. Besides, colleges and universities can actively communicate with parents through parents’ meetings, frequently hold ideological and political activities and improve moral educational effect.

**Combine Party Construction with Practical Education**

To integrate party construction into practical education and to hold excellence seeking educational activities can lead students to experience the pioneering role of party members in socialism construction undertaking with Chinese characteristics. In this way, party construction can stay closer to reality and students, and students can genuinely experience the party’s progressiveness and enhance attraction of party organizations.

Sticking to combine political theoretical education with social practices can on the one hand enliven classroom education; on the other hand, students can be led to deepen their understanding of society and serve the society. Solutions of ideological issues and practical issues should convince people by reasoning and touch people by emotions so as to enhance practical effects of political education.

**Summary**

The knowledge & action theory can promote the college and university moral education to allow students to learn theories in class, verify theories in society, return to classroom to refine their understanding of theories, integrate two classrooms, and sublimate their faiths and ideals. All in all, the knowledge and behavior theory is referential for the improvement of college and university moral education.

**Acknowledgement**

This research was financially supported by shanghai university of science engineering project under Grant 2016sz08.

**References**


