Research on the Cultivation of College Students' Moral Practice Ability from Narrative Perspective

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Abstract: The moral practice ability of college students is internalized in the form of ideas. It is a kind of ability to show and cultivate morality in practice. It is an ability to practice "how to do" ethical things, below the theoretical level of what morality is. The basic elements of college students' moral practice ability are the ability to pursue goodness, keen insight and flexible action. At present, different narrative perspectives, such as image narrative, life narrative and psychological narrative, are gradually infiltrating and changing college students' moral practical ability and moral perception. In order to enrich the indirect moral experience of college students, improve their moral thinking ability and enhance their moral practice ability, the narrative perspective can be used to reflect on teaching.

Introduction

The contemporary society is an era full of uncertainty and competition. Nowadays, college students begin to enter school from early childhood, and their growth is basically centered on family and school. Their contact with the society is almost blank, or at most they have contact with the society in the company of their parents, therefore, they lack rich life experience. When faced with the complex moral situation and conflict events in real life, they often seem at a loss. They either choose to escape rather than act, or blindly apply the moral theory knowledge they have learned but fail to "do as they wish", or lose their moral rationality because of their righteousness and temporary success. All of these are the manifestations of the lack of wisdom and ability in moral practice of College students.

It has become an urgent and important issue of Ideological and political education about how to improve the moral practice ability and wisdom of college students and promote them to "know and wish to do", "know and dare to do" and "know and do well" and "know and do skillfully" in moral conflicts and ethical paradoxes. Achieving the unity of knowledge and practice, and doing good deeds and good deeds which are expected by all to maintain the order of social public order and good customs.

The Current Situation of College Students' Lack of Moral Practice Ability

At present, the main manifestations of college students' lack of moral practice ability are "knowing but not doing" and "knowing but doing wrong". The former is more related to the values of moral indifference and wise self-preservation. The latter is more related to the ability of flexible and flexible moral mainstream value. The influencing factors of College Students' lack of moral practice ability are not only related to irrational factors such as emotional identification, but also to comprehensive abilities and wisdom such as random response.

Knowing but not doing, be worldly-wise and make oneself safe

"Knowing but not doing" includes two situations, that is, in the affirmative sense, "knowing what should be done but not doing it", and in the negative sense, "Knowing that it should stop but never stop". That is, moral behavior is contrary to personal cognition, and moral behavior does not obey the guidance of moral virtues and intellectual virtues. That is to say, moral cognition is rational, but
moral practice is inaction, such as moral indifference, lack of public morality and other phenomena. In general, this occurs in two situations: Firstly, when the tension and conflict between moral rational judgment and irrational factors, such as desire and emotion, the power of rational judgment is in a weak state, while irrational factors are in a strong state, which urges irrational factors to play a leading role and restrains the subject from taking action and even prohibit actions. Secondly, in the face of sudden and complex situations, the acting subjects have to face many possibilities and contingencies. However, the ability and experience of college students in dealing with unexpected moral situations are insufficient. And the possible consequences of all kinds of moral events in society are constantly changing. As a result, the acting subjects have the mentality and idea of cowardice and retreat in the choice of doing or not, and choice to take the initiative and do nothing. The former concerns the individual's own quality, while the latter concerns the moral reality and the ability to deal with special moral situations. The combination of the two results in the appearance of moral will weakening behavior, resulting in the objective result of doing nothing.

Knowing but doing wrong, act on impulse

"Knowing but doing wrong" is interpreted from the perspective of the dislocation of purpose and means, it means that college students have a solid grasp of moral theory knowledge, and the purpose of their moral action is also in accordance with legitimacy and goodness. However, the ability of moral practice is inappropriate, which leads to the result of moral action contrary to their wishes.

Specifically, the above situation contains two implications:

Firstly, college students have mastered the basic moral norms and principles, but fail to better understand and discover the actual situation of the specific moral situation at that time, fail to judge the situation, such as misjudgment of the facts, missed opportunities, etc. Secondly, college students can't apply general knowledge such as general moral principles to specific situations flexibly and appropriately in specific actions, that is, they fails to coordinate well the relationship between purpose and means, specific situations and general principles, which leads to rigid application of general moral rules.

That is, the ability of moral cognition can't be transformed into the ability of moral practice, leading to such things as "kind but clueless" and "Empty talk" and other things contrary to expectations. The causes of the phenomenon of "knowing but doing wrong" mainly lie in the lack of moral judgment, flexibility and adaptability of college students, which is closely related to the lack of experience and experience of college students.

The Model of Cultivating College Students' Moral Practice Ability from Narrative Perspective

College students' moral practice ability is a practical tact skill that gathers moral cognitive power, moral emotional power, moral will power, moral belief power and moral practice power. Everyone has experienced a lot of moral events in the process of growing up, whether they have personally experienced or witnessed the experience of others, these are important life stories of college students in the process of growing up. The moral experience and emotional cognition in these stories will have a great influence on the moral practice ability and moral wisdom ability of college students, which will be internalized into the internal moral practical ability of college students. With the help of life narrative mode, college students can see the self-moral wisdom and practical ability in the scene again. For example, by revisiting the life story back to the scene of the moral events of the year, judging the behavior wisdom of the self; And, through video narration: With the help of some images that are attractive to college students, and through other people's life stories to construct their own cognition. Besides, through personal growth narrative: collate their own life experience, explore and establish a more in line with the scene of the cognitive and behavioral patterns.

Therefore, the narrative teaching mode can be used to enrich the indirect moral experience of college students in the cultivation of their moral practice ability.
Carrying out moral narrative teaching to enrich indirect moral experience of College Students

Moral narrative teaching means that the ideological and political educators of college students present the moral narration with moral education significance to the educational object through the forms of text narration, oral narration, and image narrative and so on. And, guide college students to pursue its moral significance, law and method, so as to promote college students' moral dialectical thinking, phenomenal insight and practical tact. Each story contains a certain state of moral existence, expresses a certain sense of life and shows a certain moral practical wisdom. It not only tells about what has happened, but also predicts many possible patterns and situations of moral life. Narration is not only about the life that has happened, but also about the possible life that has not been experienced. A narrative is also a possibility of life, a practical ethical concept. College students listen to a story or watch a story, it is actually a process of reviewing history and predicting the future based on the current reality. It not only makes them face a variety of moral dilemmas of survival, clarify the various elements of moral paradox of survival, perspective the inevitable contradictions and conflicts among various moral choices in life, but also let them explore the basis of ethical choices and teach people to become themselves through narrative. To a certain extent, every moral story is a special moral situation, which contains a variety of moral practical experiences and methods. Through the analysis, judgment and dialogue with various forms of moral reality, college students cultivate their ability of communicate purposes and means, general principles and specific situations, subjective will and objective laws in specific moral situations.

Moral story melodrama play, cultivate the moral practice of college students

“Practical wisdom, in the form of ideas, lies in the human being and acts on the process of practice.” Its essence is practice. The moral practical wisdom of college students also originates from the moral practice activities and continues to enrich and develop. In recent years, more and more psychological sitcoms have been increasingly involved in the classes and life of college students. Besides, various forms and rich content of sitcom carriers continue to emerge on University campuses, such as Psychological sitcom, security story sitcom, anti-fraud propaganda sitcom and so on. Through the practical activities such as acting, watching, writing and so on, the college students can constantly sum up their experiences and think repeatedly to form their own moral practical wisdom, that is, to cultivate moral practical wisdom in direct experience. The production process of sitcom is a narration of moral stories and an intuitive practice of moral wisdom. In this illusory simulation, college students constantly perceive the scene of moral events and simulate the possible situation in the real scene, so as to explore the goodness, insight and action in the scenes of moral events. Establish a complete set of "pithy" mode of action, and constantly guide their future behavior in the face of the same moral events. For College students, the process of simulation practice of sitcom is not only a process of accumulating experience and methods, but also a process of subjective ideas being seen in the objective world and constantly transforming their subjective world, which undoubtedly helps to improve the wisdom and ability of college students' moral practice.

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References


