

Research on the Principles of Network Ethics Education for College Students

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Abstract—With the phenomenon of abnormal network ethics and data security problems rising frequently, the college students who have the closest contact with the network are being influenced increasingly. This paper studied the popularity of college students' network moral education based on current case analysis and interview, aiming to improve the network ethics and data security awareness of college students. After analyzing the causes of network ethical behavior anomie of college students, this paper puts forward some feasible countermeasures to strengthen the network ethics education for college students. The conclusion is that colleges and universities must abide by the student-oriented principle of long-term joint force, of individualized teaching, of scenario blending, and the principle of continuity, in order to strengthen the network ethics education for college students.

Keywords—*Network ethics education; College students; Student-oriented principle*

I. INTRODUCTION

In the Global Risk Report 2018 issued by the World Economic Forum (WEF), extreme weather ranked first; Natural disasters ranked second; Third place went to cyber-attacks, and number four is data fraud or data breach. Cyber security has become the biggest risk in addition to natural disasters.

By December 2017, the number of netizens in China reached 772 million, with a total of 40.74 million new netizens added throughout the year [1]. The Internet penetration rate was 55.8%, 2.6 percentage points higher than the end of 2016. By December 2017, the student population accounted for 25.4% of all Internet users in the country. Therefore, in the network virtual society, the student netizen group has the largest scale.

College students pay attention to a wide range of information on the Internet, from social issues and celebrities to gossip, they are all involved; this information has a common feature, namely "new, interesting, odd"; Faced with the abundant and complex information resources on the Internet, some college students are keen on negative information out of curiosity or other motives. Others have posted degrading comments online, as well as outright personal attacks. What's more, some people "spoo" revolutionary martyrs, uglifying heroes and models [2]. Such examples are common on the Internet.

II. THE IMPORTANCE OF NETWORK ETHICS EDUCATION

A. *Helping to maintain the integrity of social ethics and morality and promoting the stability of social order*

The stability of social ethics and morals is one of the key factors that can keep the social order stable and not be disturbed. In this era of rapid development of the network, network ethics, as an extension of social ethics and morality in the new era of the Internet, should be more consistent with the correct social ethics and morals evaluation standards, and should regulate network social relations reasonably to some extent. If we emphasize that network ethics is independent of social ethics, and if network ethics and morality are separated from social ethics and morality, it will certainly have a bad influence on the moral construction of individuals, society and the whole country. And it undermines the orderliness of social order, confuses a set of criteria for judging the ethics of individual actions within a certain population. Therefore, for Internet users, especially college students who are vulnerable to temptation and have weak ability to distinguish right from wrong, it is particularly important to strengthen network ethics and data security education for maintaining the stability of network order.

B. *Contributing to the self-construction of the network ethics and morality system*

Although the network society is a virtual world, the construction of the network ethics and morality system does not appear out of thin air. It relies on the content of the ethical and moral system in the real society, inherits and implements the core ideas of ethics and morality. Based on the practical social ethics and morality, it gradually develops a series of related network moral and ethical contents, such as moral and ethical responsibility, moral and ethical code consciousness, moral and ethical behavior, etc. For example, the anomie of network ethics is often caused by the symbolism, virtualization, masking and other characteristics of the network society that are different from the transparent and open characteristics of the real society. It is in line with the applicable ethical norms handed down by the forefathers in the real society—"the gentleman is cautious and independent". Then, the network ethics and data security education, which directly or indirectly absorbs the content of social ethics education, plays a certain role in accelerating the self-construction of the network ethics and morality system.

C. *Helping college students to apply internet tools rationally*

With the rapid development of network science and technology, modern society has reached a certain degree of consensus on the use of network tools—people should make rational and proper use of network tools on the premise of abiding by ethical and moral norms. Only when people use the new tool and technology of network under rational control can they better promote the development of the network era. Rational attitude towards network tools depends on good network ethics education. Especially for college students, their ability to distinguish right from wrong is still weak. In the face of the vast amount of information on the Internet, they cannot distinguish the truth from the truth, but they have a strong sense of civic responsibility and strong organizational ability. Once encountering the malicious speech information or false public opinion that incites netizens' emotions, the group of college student netizens is likely to be used by the intention and to do reckless and extreme online behaviors. On the other hand, due to people's excessive worship and alienation of high-tech network technology, college students with a certain technological basis are easily tempted to use network technology tools to carry out some behaviors that violate moral and ethical norms.

D. *Domestic network ethics education*

Compared with foreign countries, network ethics education of college students in our country started late, and the ways and methods of education are relatively single. It mainly carries out network ethics education through campus cultural activities: for example, the student associations of four famous universities such as Peking University, Tsinghua University, Renmin University of China and Beijing Normal University have issued an initiative of "college students being civilized netizens" to college students throughout the country, and 5000 posters have been distributed and posted by universities [3]. In terms of basic principles, the principles of good deeds, impartiality, autonomy, harmlessness and informed consent are summarized in China by drawing lessons from the research results of network ethics abroad. In addition, Li Lun clarified in the research process that the main body of network society needs to adhere to the five principles of justice, harmlessness, permission, respect and sustainable development [4]. The development of relevant courses in China is relatively slow. In 2004, the school of computer science of Beihang university was the first computer school in China to offer the course of "introduction to computer and computer ethics". The course is for freshmen [5]. However, it has not set up a wave of network ethics courses in many universities after that. At present, except for a few colleges and universities offering relevant courses, most colleges and universities have not yet clearly arranged the relevant teaching of network ethics education. The anomie of network ethics and morality of college students is the general term of all kinds of violations of existing social ethics and morals or irrational behaviors that college students show in the process of online access. This anomie of network ethics and morality even makes college students fall into the abyss of human crime [6].

III. THE PRINCIPLES OF STRENGTHENING COLLEGE STUDENTS' NETWORK ETHICS EDUCATION

A. *Principle of long-term effectiveness*

Moral education is the basis of educating people, including political education, ideological education and moral education. To cultivate college students' network ethics consciousness, we should start with strengthening moral education resources, and need the cooperation of school, government and society.

Firstly, schools need to fully tap and utilize the moral education resources inside and outside schools, so as to achieve the integration of moral education resources inside and outside. Firstly, we should strengthen the construction of moral education resources in schools, with moral education as the first priority in classroom teaching. On the basis of offering relevant moral education courses, teachers should communicate with students more, pay attention to the cultivation of students' moral concepts and consciousness, correct students' deviations in moral concepts in time, and teach students to use computer technology and network tools correctly to maintain network data security. In addition, paying attention to the integration and application of moral education in campus life. University libraries and student management departments can make full use of the network to carry out various ethical propaganda work, guide students to abide by network etiquette, to respect others' personality, and do not defame others' reputation [7]. Secondly, we should tap and make full use of the moral education resources outside the school, carry out moral education activities in the joint government, the history museum near the school, the nursing home and the red scenic spots, so that students' ideological and political moral level can be effectively improved in the practice of moral education.

The social masses have the obligation to create a pure network social environment for college students. The network society should form a consensus that articles containing sensitive words or strong negative guidance should be controlled and positive and healthy content disseminated, and report web sites that sell data or publish data about other people's identities. Here, we can cooperate with the government to punish Internet users who have harmful intentions, incitement and spread illegal remarks, and those who threaten the data security of others according to the government's regulations.

B. *The principle of individualized teaching*

Teachers often neglect the differences of students in the teaching process, and fail to teach students according to their different interests and puzzles, which easily leads to students' negative attitudes towards moral education activities and greatly reduces the teaching effect.

Therefore, when strengthening college students' awareness of network ethics through course teaching, course teachers should abide by the pertinence principle and carry out targeted knowledge infiltration to improve students' awareness of network ethics. In addition, the teaching of students of different majors should also follow the pertinence principle, and integrate moral education into the teaching of professional

disciplines according to the professional characteristics and interest points of students of this major.

In order to integrate moral education into all professional courses of the school, all departments and teachers of the university are required to link up and take charge of it together, rather than just the task of professional departments and teachers of moral education. First of all, the "linkage" plan can be implemented, in which all teachers prepare lessons together across departments and colleges, so as to make ideological and political education and moral education mutually integrated in all courses. Secondly, the implementation of "co-management" mechanism, that is, school leaders, college leaders and professional teachers adhere to the targeted principle of students' ideological and moral education in accordance with their aptitude, joint management. Thirdly, strengthen students' extracurricular training. Students can master theoretical knowledge through systematic explanation and textbook learning in classroom teaching, but the same approach is difficult to cultivate good moral behavior. Additional targeted student activities are needed to train students.

C. Principle of scenario blending

To strengthen the consciousness cultivation of network ethics of college students needs to innovate practical education methods. Nowadays, most college students acquire information, knowledge and entertainment through the Internet. Pure offline classroom teaching is only "treating the symptoms but not the root causes", it cannot effectively guide the correct shaping of students' values and moral values. Therefore, colleges and universities should adhere to the principle of practicality and update the educational methods and means in real time according to the current situation of college students' enthusiasm for the Internet, such as changing from one-way indoctrination-oriented education limited to classroom to multi-oriented experiential practical moral education. To make it fit the needs of college students' characteristics and can play a substantial role.

Colleges and universities can carry out specific practical moral education activities from the aspects of online network and offline campus. First of all, colleges and universities can establish an online "moral network system". Colleges and universities put traditional school newspapers and periodicals on the new media platform to form a new media moral education network that caters to the current trend, and spread mainstream thoughts and public opinions among college students in the form that students are interested in and enjoy, so as to subtly shape students' correct moral values and values. Secondly, carry out "hot topic" activities. Using the campus radio station and the topic mailbox, the relevant personnel will integrate and sort out the hot topics that students care about, and then hand them over to the moral education teachers. Through the analysis and explanation of the moral education teachers in class or the reply from the radio, the public opinion guidance of students can be guided. Thirdly, it can give full play to the role of role models of excellent students. Through the implementation of "benchmarking project" activities to record the model experience of benchmarking students and explore the moral strength of the student group itself, so as to

achieve the purpose of promoting students' internal learning and self-education.

D. Student-oriented principle

General secretary Xi Jinping pointed out that ideological and political work is fundamentally people-oriented, and must "focus on students, care for students and serve students". If it is separated from the main body of students, ideological and political work will be empty, no matter how much energy is put into it and the effect is not good. The effective implementation of network ethics education needs not only the "heteronomy" enforced by network related laws, but also the "self-discipline" of self-moral restraint of college students. That is to say, network ethics education should adhere to the principle of subjectivity, take students as the basis, and let college students learn "self-discipline".

Some college students slander and attack others indiscriminately in the process of participating in online public opinions. When they express their opinions, they do whatever they want, and even challenge the bottom line of network ethics and ethics that should be observed by using network technology. All these behaviors are caused by the vague network ethics, moral concepts and data security awareness in their mind, and someone even have no network ethics and moral awareness [8]. Therefore, the "heteronomy" of network law can only serve as an auxiliary, the moral "self-discipline" is the most important. Marx believed that "morality is the self-discipline of human spirit" and regarded self-discipline as the internal restraint of human society as a whole and the grasp of human rationality. Under the circumstance of imperfect network moral rules, college students need to improve their critical thinking, moral judgment and choice ability in real life practice, and establish their belief in moral compliance and law, transform external moral norms into internal moral consciousness, consciously regulate their behavior according to network ethical norms, and realize self-education by "cautious independence" and "cautious deliberation"[9].

Only by taking "heteronomy" as a supplement and "self-discipline" as the main, and combined with network laws and regulations and self-moral constraints of college students, can we better build a good environment for network ethics.

E. Principle of continuity

The cultivation of college students' network ethical consciousness is a long-term work. Few moral education courses or practical activities cannot achieve the goal of effectively establishing college students' network ethical behavior normative consciousness. The principle of continuity is the basis of the principles of cooperation, pertinence, practicality and subjectivity. The precondition for universities to implement the above four principles is to adhere to the principle of continuity. Therefore, when carrying out moral education activities, colleges and universities should carry out long-term activities as far as possible, and establish corresponding security system to maintain the long-term retention of activities. For example, the daily operation of online moral education network new media and the change of management personnel. Colleges and universities should have corresponding administrative departments or let the relevant

departments of the student union carry out operation and management.

IV. CONCLUSION

To build a healthy, orderly and harmonious Internet world, we must strengthen the moral education of the mainstream Internet users and guide people to set up correct ethical values. The society and school actively guide the mainstream Internet users to establish correct network ethics and values through effective ways. By promoting the improvement of the network legislation system and strengthening the moral "self-discipline" of university students, the university students can turn the external requirements expressed by social moral norms into the conscious power of the network subject. To achieve this, we must carry out moral education to network subjects. Self-discipline is the personal understanding of the moral and ethical spirit deep in human nature, and it is the balance and choice of people in life situations [10]. One of the most critical factors is to improve the moral awareness and moral sense of all Internet users, so, the government, society, schools and parents must work together to address the problem. And to make college students become a new generation of civilized Internet users, we need to carry out long-term exploration and research together.

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