

A Study on the Methods to Enhance the Effectiveness of Moral Responsibility Education for College Students

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Abstract. Based on the importance of moral responsibility education for college students and the background of promoting the rule of law in China, this paper analyzes the reasons for the insufficient effectiveness of moral responsibility education for college students from the perspective of psychological factors, information trust and action. On this basis, the article puts forward a method to enhance the effectiveness of moral responsibility education of college students from the perspective of rule of law. These methods include the combination of subjectivity and subjectivity, the coordination of education and management, the establishment of the mechanism of moral education and intellectual education, the interaction and integration of morality and law, the protection of the interests of moral responsible actors on the basis of law, and the combination of self-discipline and other-discipline through practice.

1. The importance of moral responsibility education for college students

1.1 Important ways to promote the comprehensive and coordinated development of college students

The generation of moral responsibility is not only from the need of social development, but also from the need of individual survival, development and perfection. Moral responsibility is a way, content and purpose for college students to develop and perfect themselves. "In many cases, morality is not only irrelevant to the interests of the parties involved, but the opposite, requiring more or less personal sacrifice. But also because of this, people's spiritual value has been sublimated, in a higher sense to achieve the completion of life."^[1] Whether a person has morality or not, and whether he can shoulder his own responsibilities, indicates whether he is truly transformed from a biological person to a social person. The process of individual socialization is the process of realizing oneself in taking responsibility. All external rules can be faithfully fulfilled only when they are transformed into an individual's internal moral responsibility. In this sense, moral responsibility is the greatest value. For every college student, morality requires them to take some responsibility, gradually become mature and perfect in the process of taking responsibility, and grow into talents with all-round and coordinated development of morality, intelligence and physique, instead of just acting as a learning machine.

1.2 Lay the foundation for the concept of social existence and development

Morality, as a special form of human activities, has been playing a role in ensuring the survival and development of the whole society and its members and coordinating various interest relationships since the day it came into being. The direct purpose of moral responsibility education is to ensure the orderly operation of society. The purpose of college students' socialization is to become social people, fulfill social obligations and promote the development of society. In the long run, education is ultimately a service to society by teaching students to take on the responsibilities of home and school. With the development of society, morality highlights its interpersonal value and becomes the basis of social adjustment and sound social development. It is a basic requirement for college students to

follow a variety of corresponding moral requirements and moral codes, and the education of moral responsibility requires educators to embody the social moral requirements in the behavior activities of the educational objects. Therefore, moral responsibility education is ultimately the internal demand of the development of human society.

1.3 Focus on solving current social conflicts and problems

With the rapid transformation of China's society, the socialist market economy has brought economic take-off to China, which has also led to the crisis of moral belief and the loss of moral authority, thus giving rise to moral skepticism. At present, China is comprehensively promoting the rule of law and building a socialist society under the rule of law, which not only means that citizens will enjoy more freedom and rights, but also means that citizens should bear more social responsibilities. The effective practice of moral responsibility is the internal requirement of healthy social development, which is mainly determined by its moral characteristics. Morality USES social public opinion to coordinate interpersonal relations and USES people's inner beliefs to lubricate the rigid social management mechanism. ^[2]The universal observance of morality by all members of society is the basis of social stability and development and the guarantee of healthy social operation.

2. The Psychological Factors of Insufficient Effectiveness of Moral Responsibility Education for College Students

The formation and development of any individual's morality includes five psychological elements: knowledge, affection, faith, will and action, and is the process and result of the coordinated development of these five elements.

The key to knowing lies in understanding and understanding, which requires educators not only to let students "know how", more important is to let students "know how". However, the moral education in our country ignores the individuality of students, is not closely combined with the actual needs of students, does not pay attention to the subject status and freedom of students, and prefers indoctrination and spoon-feeding education. In the process of formation and development, people's ideology and morality are influenced by various things of external social life and various factors of internal individual psychology. Moral responsibility education is a kind of comprehensive education that integrates shaping education, reforming education and forming education. It must conform to people's thinking to form the law of development, adopt various ways and combine various factors, and guide the educatees to gradually accept the content of education and absorb it into self-knowledge and behavior. The charm of moral education lies not in indoctrinating students with moral knowledge, but in making students "know why". ^[3]

Due to the reasons of teaching methods and carriers, moral responsibility education is merely mechanical. This not only makes it difficult for college students to deeply understand the connotation of moral responsibility, but also makes it difficult for college students to realize their emotional identification of moral responsibility. In addition, moral responsibility education does not focus on the assessment of results, resulting in moral responsibility education does not focus on whether students accept or not, whether the moral behavior after acceptance is consistent with the moral responsibility education they receive. In addition, the content of moral responsibility education lags behind the social reality and is divorced from the actual needs of students. It pays too much attention to the abstract value shaping of students and tends to deviate from moral thinking. The tendency of emphasizing substance, form, duty and right leads to the failure to improve students' moral judgment and discrimination. This kind of moral responsibility education without regard to teaching leads to the lack of students' emotional experience and emotional identification of moral responsibility knowledge and education.

Only when moral educators have a solid theoretical foundation can they freely use theoretical weapons to analyze the phenomena of non-fulfillment of moral responsibility in society and make convincing explanations for various problems. However, due to many reasons, teachers serving as moral education are not paid attention to, and moral educators themselves lack confidence in the significance and importance of moral responsibility education, which will also have a negative

impact on students, and it is difficult for students to have inner faith in the knowledge of moral responsibility. In addition, some teachers of moral education do not have a solid theoretical foundation of moral knowledge and are unable to make a convincing and traceable analysis of some immoral social phenomena, thus shaking the belief of college students in moral responsibility.

Although many times we often say "no spirit is absolutely no good", but we have to know that "spirit is not omnipotent". Maslow's hierarchy of needs tells us that human needs are in turn physiological, security, communication, respect and self-worth realization. The first thing to be satisfied is the physiological need. Therefore, material conditions are the preconditions of ideology (that is, spirit). Especially in the current market economy, interest should be the first choice to maintain the moral responsibility of college students. However, due to the traditional values in our country that value righteousness over profit, value the collective over the individual, and only emphasize the moral requirements of making contributions without asking for anything, we still believe in the moral standards of silently offering without asking for anything in return, thus separating moral responsibility from interests. This separation of moral responsibility and interests will make people's moral responsibility behavior because of the lack of incentives to produce the spirit of perseverance.

3. Methods to Enhance the Effectiveness of Moral Responsibility Education for College Students

3.1 The combination of dominance and subjectivity can promote college students' understanding and comprehension of moral responsibility knowledge

The principle of combining teachers' dominance with students' subjectivity requires us to "take students as the foundation," "have students in mind", respect students' physical and mental development characteristics, and determine the education method from students' reality in the process of moral education. Strengthen the purposeful teaching, let the student establish the study "heart", improve the student study moral responsibility knowledge consciousness and initiative; Let students actively participate in the moral responsibility education, in the transmission of moral responsibility knowledge do not engage in "full lecture" and "cramming", leaving students with time and opportunity to think, speak; Adopt heuristic teaching, guide students to walk, but not lead students to walk, motivate students to learn, but not force students to learn, inspire students to think positively instead of students to draw conclusions.^[4]

3.2 Education and management should cooperate to develop college students' emotional experience and emotional identification of moral responsibility knowledge and education

On the one hand, the cultivation of college students' emotional experience and emotional identity of moral responsibility knowledge and education depends on powerful ideological and political work, which requires us to improve the education methods and enrich the carrier of education. On the other hand, there must be certain management measures to ensure that in the process of moral responsibility education, the content of our education should be unified with the form, neither emphasizing substance but ignoring form, because a good form of moral education can better convey the content of education; At the same time, we should not "discard the essentials and discard the details".^[5] In order to pursue the novelty of education form, we should give up the check and enrichment of moral education content. We should always pay attention to the fact that our education content should come from social reality and meet social needs. Management is to let the moral responsibility of the behavior to enjoy certain rights, to timely give material and spiritual incentives, to ensure that obligations and rights consistent. Only when education and management cooperate can we cultivate students' emotional experience and emotional identity to moral responsibility knowledge and education.

3.3 Establish the mechanism of interaction and integration between moral education and intellectual education, morality and law to guide college students to have inner belief in moral responsibility knowledge

We should put moral education in a crucial position in the practice of education, and carry out moral education in every link and the whole process of intellectual education. Efforts should be made not only to raise the scientific and cultural level of the educated, but also to raise the moral quality and moral knowledge level of the educators. At the same time, under the background of comprehensively promoting the rule of law in China, we should strengthen the law's compulsory guarantee of morality, legislate for morality, gradually improve the legalization of morality, and encourage people to form the habit of combining moral self-discipline with other laws. Only by truly establishing the mechanism of interaction and integration between moral education and intellectual education, morality and law, we can only expect college students to have an inner belief in the knowledge of moral responsibility.

3.4 To protect the interests of morally responsible actors on the basis of law, and to promote the spiritual strength of students to persevere in morally responsible behaviors

We are in the process of moral responsibility education, not only to be good at and promote practice of moral responsibility behavior set an example, through the example of personality charm to motivate students to make the desire and interest of the moral responsibility behavior choice, also must be good at promoting social security ethics responsibility behavior typical events of interests, efforts to promote college students' behavior to the moral responsibility to produce perseverance spirit.

4. Conclusion

Colleges and universities are the main field to practice the rule of law and build a country under the rule of law. The basis of morality is interest, the moral choice is the choice of interest in the final analysis, and the moral responsibility is the inevitable result of dealing with various interest relations. Accordingly, the moral responsibility education for college students is to teach them to deal with various interest relations, which is necessary to promote the harmonious development of society and build a country under the rule of law.

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