

Study on the Synergy of Moral Education Community

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ABSTRACT

Under the new social environment, "community" has created favorable conditions for the development of moral education. The cognition of the synergy of moral education community is helpful to understand the connotation of moral education community and promote its development. The synergy theory corresponds to the study of moral education community to a large degree. The synergy of moral education community can be explored from macro, meso and micro dimensions. From the macro dimension, the moral education community is embodied in the synergistic process of the system in the complex and nonlinear operation; from the perspective of the meso dimension, the moral education community is embodied in the synergistic mode of all organizations participating in moral education; from the micro dimension, the moral education community is embodied in the synergistic relationship of individuals based on moral development. The three synergistic dimensions form the system structure of macroscopic, mesoscopic and microscopic interrelation.

Keywords: moral education, community, synergy

I. INTRODUCTION

Under the new social environment, "community" has created favorable conditions for the development of moral education. "As long as people combine things where they affirm each other in an organic way through their own will, there will be one form of community or another." [1] In the 1970s, Hermann Haken, a German physicist, proposed the theory of synergy, or "science of synergy", which mainly studies the degree of order in the structure of open complex systems, with the aim of discovering the universal laws on which structures are formed. [2] The cognition of the synergy of moral education community is conducive to understanding the connotation and promote the development of moral education community. The theory of synergy is strongly in line with the study on moral education community, and its synergy can be explored from macro, meso and micro dimensions.

II. MACRO DIMENSION: MORAL EDUCATION COMMUNITY IS EMBODIED IN THE SYSTEM IN THE COMPLEX INTERNAL AND EXTERNAL NONLINEAR OPERATION OF THE SYNERGISTIC PROCESS

In his work "A New Concept of Development", the French scholar Francois Perroux pointed out that "Conflict and cooperation are intertwined to jointly promote social development, and the new synthesis and cooperation have become the essence today. The

comprehensive development of cooperation, coordination, mutual assistance and harmony is increasingly seen as an awakening of the soul of society." [3] In a pluralistic and open modern society, the concepts of cooperation, coordination, mutual assistance and harmony have become the consensus of development. As a dynamic and open system, moral education community is bound to have various forms of external relations, and there are nonlinear interactions between each subsystem.

A. *There is lack of correlation inside the moral education system*

Moral education community is an open and complex system, which consists of a large number of subsystems. A system is a universal form of existence and an organic whole with specific functions. In the field of moral education, the essence of "synergy" is to break the barriers and obstacles between the elements within the system and give full play to the "synergistic effect" of moral education. The concept of "synergy" is a synergistic concept from the perspective of methodology, which broadens the horizon for the study of moral education. In reality, there is a close relationship between the reform of moral education and the development of the times. Although great achievements have been made in the reform of moral education and new heights have been raised theoretically and practically, the systematic and contemporary problems of moral education development to a higher degree still need to be further

explored. First, it is manifested in the lack of the synergy concept of moral education and the neglect of the conformity of synergy theory to the moral education system in methodology. Secondly, there are many obstacles in the linkage process of each subsystem within the moral education system, and there is a lack of positive interaction between each factor in the operation of the moral education system, which affects the linkage play of the moral education effectiveness. Moral education community is a dynamic, self-renewing and creative system whose self-renewal ability has its limit. If it exceeds a certain limit, it will inevitably cause the dislocation of the internal relationship of the moral education system, thus affecting the synergy of the moral education system. Therefore, attention should be paid to the internal synergy in the nonlinear operation of moral education community to strengthen the adjustment and correlation between internal elements, so as to enhance the structure and order of the system.

B. It is necessary to rationally deal with the dilemma of moral education from a macro perspective in the process of globalization

Along with the process of globalization, the rapid development of the information society and diversified ways of information transmission and interaction have led to "fragmentation of the living world, differentiation of social structure, relativity of cognition and morality, broadening of experience range and transitoriness" [4], bringing a great impact on people's values, moral consciousness and behavior and making the diversity, differentiation and other characteristics of people's ideological activities more obvious. Exploring the moral education community with the macroscopic approach of synergetic, means "dealing with complex systems with macroscopic observation" [5]. In other words, it is necessary to comprehensively examine the relationships between the moral education system and the external environment from the inside out, and actively create the internal and external environment conducive to the development of moral education, so as to realize the internal and external synergy and orderly operation of the moral education system at the macro level. The investigation method of synergetic is a great progress, which overcomes the isolated thinking method from the perspective of individuals and it responds rationally to the dilemma of moral education from the macro perspective. Moral education system has its own elements, structure, process and form. From the characteristics of the moral education system, the balance of the system is not only to maintain its original stable state, but also to present a dynamic balance in the process of exchanging material, energy and information with the outside world. In both the dimension of theoretical construction and the dimension of practical development, as an endogenous form of moral

education development and times development, moral education community has activated the value of the times and realized its qualitative development in the continuous evolution.

III. MESO DIMENSION: MORAL EDUCATION COMMUNITY IS EMBODIED IN THE SYNERGISTIC MODE OF ALL ORGANIZATIONS PARTICIPATING IN MORAL EDUCATION

Moral education community is embodied in the linkage mode of moral education organizations participating in education work together. Organization is a collective or group that is connected with each other in a certain way by many elements, including the composition of rights, institutional rules and operating mechanism, and it is an orderly social combination. "By helping to determine which internal characteristics are important, research from the perspective of the organization integrates the main characteristics of the organization into a unified structure" [6]. In order to combine organizational construction with moral education, it is necessary to explore how to promote the synergistic participation of organizations in moral education activities.

A. Improving the organization mechanism of moral education

In addition to the emotion, understanding and other factors based on the original meaning, the connotation of "community" in the contemporary context also takes in some factors such as goals, organization and rules. To improve the organization mechanism of moral education, it is necessary to make the linkage between organizations more flexible and the information transmission more unobstructed, so as to break the development bottleneck of scattered force, single unit and inefficient information transmission that have been facing moral education for a long time. In the moral education community, the perfection of the organization mechanism of moral education should be closely centered on the value of moral education. First, the synergy of goals. Due to the difference of specific responsibilities, moral education organizations will carry out their specific tasks differently, but the direction of goals is clear. Secondly, the synergy of content. Moral education organizations need to strengthen moral, psychological, legal and other educational content, and strengthen the synergy in the guidance of internalization and externalization. Third, the synergy of different moral education organizations, such as classroom education, social practice education, enterprise practice education and other ways have their own characteristics, so it is necessary to establish effective synergy of educational ways. Fourthly, the synergy of evaluation indexes and mutually agreed scientific evaluation standards can provide decision-

making basis for moral education organizations to carry out activities, and at the same time have the function of stimulating the effectiveness of moral education.

B. Making clear of the organizational responsibility of moral education

As moral education community is an educational practice in which multiple subjects take part, it is necessary to deconstruct the structure of the community, clarify the roles and responsibilities of each community organization, and urge moral education organizations to play their own functions and roles. At the same time, it is necessary to strengthen the functional relationship between moral education organizations and avoid the phenomena of unclear rights and responsibilities, fuzzy boundaries and buck-passing. The key element of the existence of each organization of moral education community is clear responsibility. On the one hand, it is necessary to fully understand all kinds of moral education factors, influences and resources, and carry out various kinds of moral education activities, so as to ensure the smooth development of moral education activities. On the other hand, by optimizing the organizational structure, the enthusiasm of the organization can be fully mobilized and the relationship between multiple organizations can be coordinated, so as to achieve the tasks and objectives of each organization. By making rules that everyone has to follow, under the constraints of the rules, organizations of the moral education community communicate with each other on an equal footing and cooperate with each other. In this process, they clarify their specific responsibilities so as to generate a strong sense of belonging and identity for the moral education community.

C. Integrating the resources of moral education organization

As an open and complex system, the moral education community contains rich and diverse moral resources. The integration of moral education organizational resources is a practical activity to form a reasonable structure of moral education resources according to the types of moral education resources and their internal relations in different time periods and among different organizations, so as to maximize the benefits of moral education resources. Resources serve the goal of moral education activities. And it is the goal of moral education activities that make those material and spiritual contents become moral education resources and acquire value and significance. The allocation and integration of moral education resources is not carried out aimlessly; it should be rationally matched according to the internal relations between moral education resources. It is an important issue in the development and utilization of moral education resources that how to integrate moral education

resources and give full play to their functions. Among moral education organizations, it is necessary to develop a synergistic platform for resource exchange, and make full use of the advantages of the Internet, such as large information capacity and fast transmission speed, to continuously promote the deep integration of moral education practice and information technology. Moral education organizations should continuously enhance the sense of synergy of moral education based on consistent focus on service. For a long time, moral education organizations usually lay stress on the utilization and development of human resources and material resources, while moral education resources such as the edification of cultural atmosphere and the cultivation of professional spirit are easily neglected. Therefore, the integration of moral education organization resources is conducive to the co-construction and sharing of moral education resources.

IV. MICRO DIMENSION: MORAL EDUCATION COMMUNITY IS EMBODIED IN THE SYNERGIC RELATIONSHIP BETWEEN INDIVIDUALS BASED ON MORAL DEVELOPMENT

As Habermas put it, "If we leave aside the mode of speech, we cannot explain clearly what it means to communicate between two subjects." [7] The individual is the basis and cell of the social organism. In modern moral education, more and more attention is paid to individual consciousness and emotional care of moral education, and more and more attention is paid to stimulating individual subject consciousness in the interactive relationship. Each individual of the moral education system has intrinsic value and has irreplaceable functions in maintaining the balance of the moral education system, so attention should be paid to the intrinsic value and individual differences. The relationship between educators and educatees is the most basic relationship within the moral education community.

A. The educators are the guide of moral education activities

The educators should understand the ideas and moral rules of educatees above all, moral standard, and then guide educatees by the means of knowledge that they master. Benign relationship is the key to enhance the effectiveness of moral education. Therefore, it is necessary to carry out moral education activities in line with the law of psychological changes of the educatees, respect personality and personal value, inspire their consciousness, care about their interests, and stimulate their potential. Educators should change the unidirectional guidance, create a situation of dialogue and communication, establish equal dialogue relationship and smooth interactive channels, so as to get the expected results of moral education. Just as

Jaspers said, "In the intercourse of existence, man connects himself with the fate of others, in an open and completely equal relationship." [8] In the process of education, the educators should correct their own moral education methods according to the learning situation and effect of educatees and guide their learning direction, learning interest and learning motivation, so as to promote the whole process of moral education towards the direction conducive to the realization of the goal of moral education. If educators give priority to traditional teaching and do not rely on various scientific and technological platforms, educatees may be unable to adapt themselves to the education, thus affecting the effectiveness of moral education. Educators need to go through systematic education and strict training, understand the goal of moral education, understand the object of moral education, study the content of moral education, choose moral education methods, design moral education procedures, and improve the accumulation of moral knowledge before the educatees, so as to be able to become the guide of moral education activities.

B. Educatees have plasticity in moral education activities

Educatees don't just receive what they are taught passively and negatively; instead, they are malleable. From the perspective of receiving psychology, equal dialogue and communication is conducive to receiving moral education. Man is a social being living and active in a certain social relationship. As far as individuals are concerned, the cultivation of collaborative consciousness is of great significance for eliminating the contradictions and conflicts among members of the community and stimulating more enthusiasm for interaction and coordinated actions. Based on the dual law of social moral development and individual moral development, moral development in a complete sense is embodied in the unity of cognition, emotion and behavior. Educatees have the obligation to improve their own moral quality and undertake social responsibilities, and they also need the guidance and help of educators. At the same time, paying attention to moral behavior, inspiring spiritual motivation, shaping individual personality and giving full play to individual creativity are conducive to the integration of individual collaborative consciousness in the moral education community. "Harmonious moral education upholds the concept of democratic integration between teachers and students, that is, the 'dual-subject' harmony between educators and educatees" [9], and finally achieves common development of both.

V. CONCLUSION

Each of the above three dimensions has its own emphasis. To understand the synergy of moral education community from the macro dimension, it is

necessary to broaden the communication channels between moral education system and the outside world and open up an effective joint point for jointly improving moral education. In order to understand the synergy of moral education community from the meso dimension, it is necessary to construct a cross-organizational synergistic model, strengthen information exchange, and integrate moral education resources. From the micro dimension, it is necessary to pay attention to individual identity, emotional support and common belief when understanding the synergy of moral education community. The three synergistic dimensions constitute the system structure of macroscopic, mesoscopic and microscopic interrelation. The synergy of the moral education community gives the moral education system its overall characteristics, highlights the interdisciplinary thinking needed for the synergetic development of moral education, and the changes that people as subjects need to make in terms of collaborative ideas, behavioral orientation and lifestyle.

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