



Analysis of the Approaches of Enhancing the Sense of Social Responsibility for the Youth in a New Era

-A Case Study of Students from Sichuan Institute of Arts and Science for Volunteer Teaching in Jingyang County, Liangshan Prefecture

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Abstract. As the “main force” in the new era, it’s important for colleges to enhance students’ sense of social responsibility in order to achieve the goal of morality education and talent cultivation. This paper has chosen college students from the Sichuan Institute of Arts and Science (SASU) for volunteer teaching in Jingyang County, Liangshan Prefecture over the past four years as study subjects. The results show that students for volunteer teaching lack the cognition of a sense of social responsibility and systematic and proper curriculum guidance in schools and social practice. Therefore, this paper proposes an integrated closed-loop model of “boosting-creating-building-strengthening” cultivation based on the theory of internal and external factors, aiming to fundamentally foster students to enhance their sense of social responsibility, thereby making reflections and improvements based on practice, which helps young college students fully strengthen their sense of social responsibility.

Keywords: the youth in a new era; the sense of social responsibility; approach analysis; volunteer teaching

1 Introduction

The sense of responsibility refers to the attitude or willingness of individuals to consciously fulfill their obligations, which is the generalization of one’s cognitive awareness and motivations to fulfill obligations. The sense of social responsibility is a kind of moral sentiment and represents the attitude and tendency of the main part in the society to consciously assume ethical responsibilities on the basis of recognizing the interests of the country, collectivity, and individuals ^[1].

China has entered a new era of socialism with Chinese characteristics. The youth in this new era not only have excellent opportunities, but also shoulder significant missions of the times and responsibilities. The enhancement of the sense of social responsibility is an important prerequisite for the youth to better fulfill their responsibilities

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and the only road to promote national development more rapidly and better. In this paper, I select students from SASU that are well-educated, responsible, and resilient and who participated in volunteer teaching in Jingyang County, Liangshan Prefecture as the research object, to find new ways to strengthen the sense of social responsibility of young people.

2 The Necessity of Enhancing the Sense of Social Responsibility for the Youth in a New Era

2.1 Strategic needs for achieving faster and better development of the country

In October 2022, General Secretary Xi Jinping emphasized in the report to the 20th National Congress of the Communist Party of China: “A nation will prosper only when its young people thrive. China’s young people of today are living in a remarkable time, with an incomparable broad stage to display their talents and bright prospects for realizing their dreams” [2]. The whole party should regard work related to the youth as a strategic priority. We will equip the young people with the Party’s scientific theories, inspire them with the Party’s original spirit and founding mission, and become their confidants, advocates, and guides for the future [3]. All these shows that in China young people of today not only have great opportunities but also shoulder significant missions of the times and responsibilities. Therefore, enhancing the sense of social responsibility is an important foundation for those youth to fulfill their missions of the times and a strategic need for the country to achieve a faster and better development.

2.2 The key to talent cultivation for the youth in a new era

Talent cultivation is one of the social functions of universities and colleges, which not only aims at imparting professional knowledge but also set examples of good character. Enhancing the sense of social responsibility is one of the fundamental tasks of implementing morality education and talent cultivation, and an important way for universities and colleges to fulfill their functions of cultivating talents for the Party and for the country. In fact, seen from the talent cultivation goals of most universities and colleges, it is not difficult to find that virtue cultivation is the foundation of morality education and talent cultivation. Taking SASU as an example, it focuses on cultivating high-quality applied and versatile talents of “three characteristics, four abilities(expressiveness, participation in social practice, entrepreneurship, and innovation) and five combinations(social responsibility and healthy personality, work ethic and professional skills, humanistic feeling and scientific spirit, historical insight and global outlook, innovative and critical spirits)”. “Three characteristics” refers to a high sense of responsibility, unremitting enterprising, and strong curiosity. Thus, strengthening the sense of social responsibility of young people in a new era is pivotal to talent cultivation and an important factor in promoting the high-quality development of education and achieving the goals of running the school.

2.3 The need for comprehensive development of college students

Leading education in cultivating talents with all-around development has always been the Party's educational policy, while enhancing the sense of social responsibility of young people in a new era can help promote their comprehensive development. There are mainly two aspects:

Firstly, it helps to shape college students' sound personalities with moral responsibility. "The so-called sound personalities with moral responsibility is demonstrated as having a strong sense of responsibility, emotional responsibility, and active responsible moral behavior." Having a sound character with moral responsibility promotes the systematization of consciousness, the intensity of emotions, and students to be responsible, and vice versa has a positive effect on shaping personalities with moral responsibility [4]. People who have a strong sense of social responsibility also tend to have noble moral responsibility, and can maintain their moral integrity despite social injustice.

Secondly, it helps to guide college students in forming correct values. Today's society is still rife with chaos such as telecom fraud, MLM organizations, online violence, etc., while also accompanied by some forms of decadence such as materialism and extravagance. As the "main force" of the youth in a new era, college students' sense of social responsibility can be enhanced to help improve their abilities to tell right from wrong, strengthen their sense of purpose to resist those decadence in society, and make right choices and form correct values when living in a complex social environment.

3 Analysis of the Current Situation of the Youth's Sense of Social Responsibility in a New Era

In order to further implement the rural talent revitalization strategy of General Office of the Central Committee of the CPC and of the State Council, the Provincial Party Committee and the People's Government of Sichuan Province have introduced the "Opinions on Consolidating the Achievements of Poverty Alleviation and Effectively Boosting Rural Revitalization", to continuously promote the constitution of teacher team in Liangshan Prefecture, boost high-quality development of education, consolidate the achievements of poverty alleviation, and accelerate rural revitalization. It has been one semester for normal students in our college to do post practice and volunteer teaching. Through this practical experience, those college students can be familiarized with the current situation of education in primary and secondary schools, improve their cognitive thoughts about education, and grasp teaching laws. In addition, through post practice and volunteer teaching, they have more opportunities to participate in teaching, research, and class management. By preparing for lessons, visiting classes, evaluating lessons, making home visits, and managing classes, college students can enhance their teaching abilities, management skills, and comprehensive qualities, laying a solid foundation for their future career as teachers [5].

In order to better know about the current situation of young people's understanding of the sense of social responsibility in a new era, we did research on college students from SASU for volunteer teaching in Jingyang County, Liangshan Prefecture and designed a questionnaire. We made a web-based questionnaire to collect data from students who once did volunteer teaching. In this questionnaire, we surveyed those who did volunteer teaching respectively in the spring and autumn of 2020 and 2021, and the spring of 2022, including more than 20 majors in the college and received 354 valid questionnaires in total. The surveyed personnel structure can be seen in Table 1. From the results, it's clear that these students all have a great sense of social responsibility, while their understanding of its connotation is relatively poor.

Table 1. Sample distribution

	Option	Frequency	Proportion
Gender	Male	90	25.42%
	Female	264	74.58%
	Option	Frequency	Proportion
Political status	Full Party member and probationary Party member	75	21.19%
	Communist Youth League member	261	73.73%
	The masses	18	5.08%

After analysis, the data shows that:

3.1 College students have a good cognition towards the sense of social responsibility, but lack awareness of issues regarding the country and people's welfare.

In the questionnaire about "Do you know about sense of social responsibility and its specific requirements?", about 7.63 percent of college students have a very good understanding, 59.32 percent have a basic understanding, and 5 percent have no understanding at all. In the questionnaire concerning "Do you often watch the news and care about hot-button issues in society?", over 73 percent of college students are not too concerned, about 5 percent are disinterested, and only about 20 percent have a strong interest. A conclusion can be drawn that college students have a good psychological awareness of social responsibility, but they lack concern about livelihood issues, most of which are indifferent to social problems and livelihood issues.

3.2 College students have a proper understanding of social responsibility, but lack the unity of knowledge and practice.

In the questionnaire regarding “When someone posts offensive comments or shares negative feelings on the Internet, how do you think?” 88 percent of college students say that those actions should not be allowed, being angry. About 8 percent say that it’s normal and is up to one’s own. In the questionnaire regarding “What will you do if you see an elderly or a child falling on the ground?” 69 percent of college students say they will offer to help, while 3 percent pretend not to see. In the questionnaire about “When you see news about college students who sacrificed themselves to save a drowning child, what do you think?” 33 percent of college students think it’s worth learning from, and they will also try to save people in danger. 64 percent admire those students but don’t think that they can do the same, and 3 percent think that it’s not worth sacrificing themselves.

3.3 College students can fulfill their social responsibility well, but some of them tend to be utilitarian and have a herd mentality.

In the questionnaire about “When you see the vulnerable standing on the bus, what will you do?” 69 percent of college students say they will immediately offer their seats. 28 percent say sometimes they will offer seats. 2 percent say they won’t offer seats if other young people don’t do so, and 1 percent never give up their seats to the vulnerable. In the questionnaire concerning “Will you take a part-time job in spare time to ease the burden on your parents?” About 29 percent of college students say yes if the job offers good pay, and about 22 percent say they will go if classmates around them do so. In the questionnaire regarding “If there are opportunities offered by the college for you to be volunteer teachers or help alleviate poverty, will you take the opportunities?” 3 percent of college students say they will consider the pay and conditions before making decisions, and 11 percent would like to go with classmates.

In conclusion, college students from SASU who did post practice and volunteer teaching have a strong sense of social responsibility. However, there are still problems such as a lack of concern about the country and livelihood issues, differences in cognition, utilitarian tendencies, and disunity of knowledge and practice. Therefore, the sense of social responsibility among college students needs to be further enhanced.

4 Exploring the Path to Enhance the Sense of Social Responsibility for the Youth in a New Era

Based on the theory of internal and external factors, the internal factor is the fundamental reason which leads to the development and change of things, the external factor being an indispensable condition, which can only make a difference when combining the two ^[6]. Therefore, to enhance the sense of social responsibility of young people in a new era, we should arouse their awareness of responsibility, and then we in-

spire them through external forces, so that internal and external factors can together help to effectively enhance the sense of social responsibility of the youth in a new era.

In order to finish the fundamental task of morality education and talent cultivation, universities and colleges, who are responsible for educating students, should enhance the sense of social responsibility of college students. On the one hand, enhancing the sense of social responsibility should be integrated into the teaching process. Universities and colleges, as main forces, should hold seminars to enhance the sense of responsibility of college students. On the other hand, being the main venue for college students to enjoy a routine life, universities, and colleges should strictly regulate teachers' and students' behaviors, and teach by personal examples as well as verbal instructions to strengthen students' major and supervisory responsibilities. Universities and colleges should make use of their own advantages and take the lead in developing a progressive mode of "boosting-creating-building-strengthening" cultivation, driving students' deep-seated sense of social responsibility and ensuring the effective enhancement of college students' social responsibility [6].

4.1 Boosting interests and deepening cognitive thoughts

As the main place for cultivating talents, universities and colleges should offer relevant courses that are conducive to guiding the values of college students, such as courses regarding social etiquette, ideology and morality, the rule of law, and establish theory research association for college students to learn about socialism with Chinese characteristics. During the teaching process, teachers should attach importance to the cultivation of students' behaviors and legal consciousness, instead of giving lessons only aiming at completing the training plans. Universities and colleges also offer various lectures such as "literary writers and artists go into the campus", integrating writers' lectures with the teaching of disciplines and majors to arouse college students' interests and guide them to further understand the sense of social responsibility.

Although some courses are popular in universities and colleges, teachers still inculcate knowledge as a major teaching method. The content is boring, so college students lose their interest. Thus, they didn't care about the teaching content in class, but are for the sake of passing exams. As a result, the students are not fond of their schools, teachers, and classes, not to mention the cultivation of social responsibility. At the Central University of Finance and Economics, the school of Marxism has created a new way of practical teaching—the "walking class", which improves the traditional mode of education and teaching. College students are allowed to learn more than just about the textbooks, face various problems in real life and shoulder social responsibility in action.

Therefore, universities and colleges should further attach importance to these courses, create new teaching methods, and combine theory with practice by using digital devices and diverse teaching methods. Then teachers can vividly impart the core knowledge to college students, and effectively integrate the education of a sense of social responsibility with professional education to influence college students bit by bit. Only in this way can arouse college students' interests and further their under-

standing, then deepen their ideological recognition and motivate them to consciously improve themselves.

4.2 Creating an academic atmosphere and influencing college students

Although today's college students are relatively independent and have treatment principles, while in college, however, they don't have too much burden of moving to upper-grade schools, and are easy to slack off since the supervision of parents and teachers is reduced. Usually, they are in touch with teachers and classmates, whose words and deeds, as well as the collective atmosphere, may have an imperceptible influence. To some extent, college students rely on classmates and the community, which is called a herd mentality. This lays a foundation for creating a good academic atmosphere and promoting the development of college students. Universities and colleges should better start campus cultural construction, such as afforestation, campus environment, green scenery, and other basic cultural facilities, positively promoting the enhancement of college students' sense of social responsibility. SASU has organized a series of activities, such as academic lectures, school history lectures, related forums, and commendation and reward ceremonies, activities of talking about the stories in archives(papers, material objects, audiovisual materials) about the construction achievements of SASU. Thus these activities show the spirit of school management, allow college students to know about the history of SASU and enrich their spiritual world, promote the spirit of "loving SASU, invigorating SASU", and let college students truly recognize the importance of enhancing social responsibility.

4.3 Building platforms to improve abilities of college students

Universities and colleges can introduce relevant policies to enhance the sense of social responsibility and hold corresponding high-quality activities. Through better promotion, construction of education bases for practice, and effective combination of the school credit system with the "second classroom", they can encourage college students to further improve their abilities. At the same time, Universities and colleges should focus on holding relevant theme activities and forums. By encouraging college students to participate in those activities, they not only can increase understanding of the theory of responsibility, but can also deepen their understanding of social responsibility at a higher level. For example, SASU has established Sign Language Association, Society of Caring and Respecting for the Elderly, Association of Caring for the Orphans and Poor Kids, Employment Association, Caring Association, and Volunteer Team for Library Management. These organizations organize activities like charitable fundraising, caring for the elderly, clothing recycling, poverty alleviation, and so on. Through various forms and channels to encourage college students to participate in service-oriented activities which need responsibility and care for others, they can understand the connotation of responsibility in person, and fulfill their social responsibility in action. In addition, student societies are important organizations for college students to engage in social practices, and are also important channels for universities and colleges to promote responsibility education. For example, the College Volunteer

Association is one of the important organizations for college students to shoulder social responsibility. Also, it's recommended to establish associations for respect for the elderly, environmental protection, and disability assistance. With the help of these associations, relevant public welfare activities can be organized, such as voluntary labor and charitable donations, in order to promote the dissemination of knowledge regarding social responsibility and fulfill social responsibility in action.

4.4 Strengthening practice and boosting confidence

Theoretical teaching is an important aspect of enhancing college students' sense of social responsibility, but attention should also be paid to social practice activities in cultivating their sense of social responsibility, so does SASU. SASU established the Volunteer Teaching Society and also carried out social practice activities such as the "Bringing three things (literacy, science and technology, and hygiene) into Rural Areas" program, "Poverty Alleviation in Wanyuan City, Dazhou, Sichuan Province", and "Post Practice and Volunteer Teaching in Jingyang County, Liangshan Prefecture". These activities are effective ways for college students to step deeper into society and foster a sense of responsibility. During the summer vacation and other holidays, universities and colleges encourage students to participate in relevant social practice activities in groups or individually and finish corresponding tasks. Then universities and colleges can give more guidance, select outstanding students, and publicize their experiences. Publicity can be reinforced by using bulletin boards, school websites, public accounts, and media to create a good atmosphere and influence college students unconsciously. Participating in various colorful practical activities can not only help them to contact and understand society, but also enhance their sense of urgency. In 2022, during the critical period of prevention and control against COVID-19, more than 90 students from SASU fought against the pandemic as volunteers. Despite the urgency, tough work, and hot weather, they still maintained an enthusiastic and conscientious service attitude and silently devoted themselves to the prevention and control against the pandemic, which demonstrates the spirit of "marching straight to the frontlines and selfless dedication", enabling college students to truly know about their responsibilities and obligations.

5 Conclusion

Enhancing the sense of social responsibility among young people in a new era is a long-term and intricate undertaking that requires joint efforts from society, schools, families, and individuals. Based on analysis of the current situation of the sense of social responsibility of today's young people, an integrated progressive model and path of "boosting-creating-building-strengthening" cultivation have been constructed, which are both scientific and feasible. Firstly, students' interests should be strengthened, and their cognitive abilities should be improved. Secondly, a good atmosphere should be created to enhance their sense of responsibility. Thirdly, relevant platforms should be established to strengthen theoretical learning. Finally, taking part in practi-

cal activities can enhance their confidence and set standards for taking responsibility. By doing the things above, the sense of social responsibility among college students will be fully and constantly enhanced.

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