

## **Research on the Reform of Moral Education (Aesthetic Education) in Colleges based on Campus Culture Construction**

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**Abstract.** College students as the hope of the country, the future of the nation, shoulder the burden of prosperity and prosperity of the country, their ideological and moral quality of the country's development will play a vital role. The level of moral education in colleges and universities will have a direct impact on the development of college students' ideological and moral level. Although the moral education in our country has made great achievements after several years of reform, there are still some shortcomings, such as the backward teaching mode, the over-politicization of teaching content, etc., which lead to the prevalence of college students lack of morality, some events are in the community a very bad influence. How to promote the reform of moral education in colleges and universities to improve its effectiveness has become the focus of attention of all sectors of society, especially education experts.

### **Introduction**

The new period, the competition between countries more reflected in the national soft power competition. As an important part of the country's soft power, the national ideological and moral quality is directly related to the future fate of the country. Therefore, each country attaches great importance to the construction of the moral field in order to take advantage of the competition. College students as the hope of the country, the future of the nation, shoulder the burden of prosperity and prosperity of the country, their ideological and moral quality of the country's development will play a vital role. And the effectiveness of moral education in colleges and universities directly affect the ideological and moral level of college students. However, there are some shortcomings in the moral education of colleges and universities in our country: the teaching model is basically a simple theoretical teaching, "mainly teachers, teaching materials as the center, to the classroom as a platform", heavy irrigation, light exchange; extracurricular; heavy theory, light practice; heavy preaching, light development. In this teaching situation, the phenomenon of college students lack of morality is widespread. In order to reverse this situation, the community, especially the education sector, began to explore a variety of methods to improve the effectiveness of moral education. The author in the usual look at the process of literature found that the beginning of the United States in the service of learning to improve students' civic awareness is very advantageous. This kind of teaching mode plays an important role in improving the effectiveness of the civic education because of the emphasis on the participatory, practical and reflective of the subject. I would like to take advantage of this teaching model to learn from the moral education in colleges and universities in China, hoping to provide some valuable suggestions for its reform.

### **Problems and Analysis of Moral Education in Colleges and Universities**

Moral education is an important part of college students 'moral education. It plays an irreplaceable role in promoting the comprehensive development of college students' quality, maintaining social stability and building social harmony. However, it is difficult to find out that college students 'morality is more serious in the reflection of college students' behavior and college students in real life. It can be seen that there are still many shortcomings and inefficiencies in college moral education in our country at present. We must recognize these shortcomings and find out the root of the problem in order to further solve the problem and promote the improvement of moral education.

At present, China has entered the era of knowledge economy, postmodernist knowledge has begun to take shape, this time college moral education cannot keep up with the pace of postmodernism, whichever is the essence of development, but in the development process is not on the postmodern Doctrine of the existence of misunderstanding is everywhere there is still a "center", too much emphasis on rationality, emphasizing unity and the whole, affecting the effectiveness of moral education.

By the impact of logocentrism, the current moral education in colleges and universities attach importance to universality, identity, to take the "one size fits all" "one pot" of the overall education model. The so-called global education model is "in the process of education, focus on holistic thinking, emphasizing the overall as the starting point to the overall view of the local education model". This kind of education mode aims at the improvement of the overall quality of the students, although it is reasonable, but it ignores the differences between the students and obliterates the students' personality. Emphasizing personality differences is one of the important features of postmodernism. Postmodernism argues that "the difference is ubiquitous, and there is no difference in the world is a lonely world, no difference is just a respect for the loss of personality puppets"  
 □ Each college student is an individual with significant differences. There are no two identical individuals in the world. Because of their genetic factors, family environment and living background, they can produce different results even if they reflect the same objective world. , If the school does not consider the individual differences of the students, regardless of teaching methods, teaching objectives or evaluation methods are taken in the same way will inevitably stifle students' subjective initiative, affecting their spiritual world.

In the modern era of emphasizing rationality, moral education in colleges and universities presents a phenomenon of "re-knowledge and light practice", and the transmission of knowledge to students as the top priority of the work, Marxism, Deng Xiaoping Theory, three representatives and other knowledge Indoctrination is always the beginning of moral education. At the same time, the school attaches great importance to the achievements of theoretical courses, the degree of mastery of the theoretical knowledge as the only criterion for assessing the moral level of students, which exacerbates the school's attention to students' access to knowledge. At the same time the students in order to cope with the examination is only rote of theoretical knowledge, mechanically do not understand its meaning, there is no internalization of their own qualities. Postmodernists believe that this single theoretical knowledge inculcated the connection between students and the living world, hindered students 'experience of real life, curbed the students' pursuit of humanistic spirit, lost the spiritual home pursued by students In their hearts only "the kind of profound knowledge. They are savvy, but no soul; knowledgeable, but no spirit; there is activity, but no moral desire". Therefore, they put forward the moral education in colleges and universities should return to the "life world", in the grasp of knowledge at the same time to participate in practice, experience life, to achieve "knowledge - line" continuous cycle, that is, to achieve ideological and moral knowledge into ideological and moral quality, moral sentiment and externalized into a good ethical behavior of the continuous cycle of conversion.

### **Analysis of the Path of Moral Education Reform in Colleges and Universities**

The concept of moral education is a kind of ideal expectation of the development of moral education or the appearance of moral education in the development of moral education in the practice of specific moral education. It is the judgment and recognition of the subject's ideology of moral education. It is the teacher through the long-term moral education practice and the formation of theoretical processing, Marx needs theoretical research, the reform of moral education in colleges and universities to draw lessons from. People - oriented concept. People in the "human-oriented" can be understood from the H level. Marx in the study of human nature and needs, the proposed human nature, social and spiritual existence of the unity of the H-level corresponding to T as a class Existence, the existence of social groups and the existence of the individual. "This" is the person in the social development of the main status and value of the performance of college moral education is the W college students as the main research object, moral goals, content and methods are mainly

around the students, Moral education reform to achieve the results also need to pass the practice of college students to test. Therefore, Marx needs theory to require moral education reform in colleges and universities to do W college students, that is, one for all students to the needs of college students as the starting point of moral education reform to respect the students as the basis of moral education, respect for the individuality and subjective needs of students, concerned about the study of life and moral content of the identity and internalization at the same time, we should pay attention to the reasonable and legitimate needs of college students, if the opposite, not only cannot be given to meet, but also need further suppression. Second, all rely on the big it is necessary to rely on college students to give full play to the enthusiasm and subjective initiative of college students. As Luo Guojie pointed out: "stay in the other stage of the moral norms, the moral standards of college students, No matter how people do it carefully to follow it, it is a kind of external body in the 'dissident' strength; as long as the moral subject has not yet become the moral norms of their moral character, not yet from the law to self-discipline, then the moral of moral norms is not complete, that is not strictly the moral norms. The most direct and effective way to mobilize the enthusiasm is to meet and realize the needs of college students for moral education and to respect the legitimate and reasonable needs of college students. We strive to play the role of college students through self-education and self-improvement of college students, consciously inner needs are fulfilled and new developments are achieved.

The ultimate goal of the implementation of moral education in colleges and universities is to promote the comprehensive development of students, comprehensive development is the nature of human beings should be, W-kind of comprehensive way, occupy their own comprehensive nature, "and through the human nature and human life, object sexual possession of human products." It is the richness of human social relations and the coordinated development of individual and society. Thus, college moral education is close to the reality of students, mainly including the actual life of college students, social development and practical school. Close to the actual life of college students, can make moral education in colleges and universities "grounding gas", so that the content of moral education to the daily life of college students to narrow the distance between college students and enhance the effect of moral education; close to the reality of social development, to achieve the purpose of comprehensive development, it is necessary to correctly handle the more people. People must not only consider the development of moral education in colleges and universities, but also must consider the new needs and characteristics brought by the development of social times. Finally, the main implementation of moral education in colleges and universities in schools, mainly through the implementation of classroom teaching, and therefore, but also from the school reality, consider the limited time and place under the conditions of the multi-level needs of college students to selectively meet and guide students to interact with a variety of needs, and ultimately achieve moral goals.

The fulfillment and realization of the needs of college students is done through practice, and this practice is not isolated individuals outside the community. The students need to produce, develop and meet are in the production process to achieve, and tile individual needs must also be demonstrated through social needs. In the process of social production, people began to interact, "a person's needs can be with another person's products to meet." As the interaction of the main body are equal, in the process of moral education in colleges and universities for the equal interaction and interaction between the educator and the instructor. W this idea as a guide, so that the implementation of the objectives of moral education, content and methods to break through the real dilemma, in the interaction to achieve the needs of college students.

## **Conclusion**

The development and implementation of the goals, contents, methods and evaluations of college students are closely related to the needs of college students. Under the view of Marx's need of theory, this paper examines the problems and causes of the current school moral education in our country, and makes a basic path to explore it. It embodies the intrinsic value and development trend of moral education in colleges and universities and plays a positive role in the development of

college students, but also at this stage to promote the process of Marxism in Chinese internal manifestation, highlighting the development of the W-based vitality.

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