

# Research on the Cultivation of Social Sense from the Perspective of the Integration of Moral Education in Schools and Colleges

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**Abstract:** This paper proposes that the country's social education mainly exists in that school education emphasizes too much subject knowledge and neglects the cultivation of students' sociality. The formalization of school social education is serious, which is not conducive to students' acceptance. The utilitarianism of school life is serious, which hinders the shaping of students' social sense. To solve the above problems, this paper puts forward the following strategies: (1) the subject curriculum should be socialized; (2) school life should be de-utilitarian; (3) schools should be linked with families and communities to ensure the depth and permanence of moral education.

**Keywords:** Social sense; Curriculum moral education; Home-school co-education

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## 1. Introduction

Social sense refers to positive feelings that are social or directed towards others. It includes feelings of love, compassion, care, respect for others, responsibility for others, and a sense of friendship and affinity with others. It can be referred to simply as pro-others, pro-social feelings<sup>[1]</sup>. The social sense of a social member is the anchor that maintains social stability and binds the whole society together. However, in recent years, with the uneven development of the quality of society and the population and the increase in the number of only children, the situation that the young generation is self-centered and does not have a sense of society and dedication is becoming more serious, causing harm to society and attracting the attention of all sectors of society. Therefore, it is important to reflect on education and think about how to make it produce more students with a sense of society.

## **2. The existing problems of contemporary social education**

### **2.1. School education lays too much stress on subject knowledge and neglects the cultivation of students' sociality**

In this increasingly competitive society, most schools and parents believe that the main task of students is to learn subject knowledge, which challenges the moral cultivation that should be the primary position. In this context, students' values are not well educated, and many students lack social sense and feelings, becoming apathetic students. In today's Internet environment, this tendency is even more obvious. Many students have posted disparaging remarks on the Internet, which is a manifestation of the lack of social sense and social feelings of contemporary students.

### **2.2. Social education is seriously formalized and not conducive to students' acceptance**

In school, social education is generally carried out in the form of special ideological and political courses or social practice activities, students usually memorize textbook knowledge for exams, and cannot internalize knowledge into their virtues, and textbook content is usually blunt, especially for lower grade students, students have no interest, it is natural not to pay attention to <sup>[2]</sup>. Social practice has evolved into a kind of formalism, some students just complete the task assigned by the school, and cope with it. These education methods only train students to be examination machines but fail to train students to be socially responsible talents.

### **2.3. School life is seriously utilitarian, hindering the shaping of students' social sense**

Today's school life is no longer the place where students grow up happily. The academic pressure of primary and secondary schools is heavy, and schools to improve student performance and increase the enrollment rate, endlessly increase the competitive atmosphere of schools, such as monthly exams and weekly exams, according to the results of the row seat, rolling classes and other rules and regulations. This too-large competitive environment will often increase the utilitarian students, they read not to gain knowledge, but more to get a good ranking, in front of classmates, teachers and parents have a good performance. Utilitarian people are often self-centered and "refined egoists," which runs counter to the qualities advocated by social sense.

## **3. Strategies for cultivating students' social sense and social feelings**

If most people lack a sense of society, then the development and order of the whole society will be affected, individuals can only see their interests, and groups cannot give play to the power of the group, but just a kind of bandy behavior. Therefore, to prevent the spread of this vicious atmosphere, cultivate more people with a sense of society, and create a good and harmonious social atmosphere, the whole education must make some changes accordingly.

### **3.1. Professional curriculum socialization**

In the special teaching process, social education is mainly realized through a moral education curriculum, which belongs to the moral education category. In recent years, to enhance the status of moral education in school education and realize the whole process of education, the state has advocated curriculum education <sup>[3]</sup>.

In terms of curriculum objectives, teachers often make teaching plans and set corresponding teaching objectives according to the subject outline. However, teachers should not blindly take students' subject knowledge as the goal, and at the same time should pay attention to the cultivation of students' quality.

In college classes, for different majors, teachers should emphasize professional ethics in their respective fields and cultivate students' awareness of using professional knowledge to serve society <sup>[4]</sup>. In primary and secondary classes, teachers must also pay attention to student's physical and mental health and moral development. When formulating curriculum objectives, teachers can make appropriate requirements on students' learning attitude and cooperation ability, and correctly guide students' values.

In the course content setting, teachers should focus on society, which can be appropriate to some social events as the theme to organize the subject content, so that students away from the state of "read-only sages," learn more about the society to better stimulate students' sense of society <sup>[5]</sup>. Some examples can be interspersed in class that are both related to the theme of the class and can reflect the sense of social responsibility so that moving stories affect students. For example, the physics class can tell the patriotic story of Qian Xuesen who resolutely returned to China.

In terms of curriculum implementation methods, first of all, teachers should find the combination of subject knowledge and social moral cultivation, so that social moral cultivation can be naturally integrated into the classroom in the form of hidden education. Secondly, teachers should create an equal teaching atmosphere, so that students can experience a sense of fairness and participation virtually, which is conducive to social participation in the future <sup>[6]</sup>.

### **3.2. Deutilitarianism of school life**

School environment, as a hidden way to educate people, is also a key component of social education, which includes two aspects <sup>[7]</sup>: the explicit material environment and the recessive cultural (spiritual) environment. The recessive cultural (spiritual) environment mainly refers to the values, educational outlook, management style, school spirit, study style, class style, etc. hidden in the teachers and students and administrators of the school. It exerts an influence on the physical and mental development and quality improvement of all teachers and students through the cultural atmosphere, moral code of conduct and various rules and regulations, and gives the students a potential education <sup>[8]</sup>. A good material environment, modern audio-visual equipment, and spacious and bright classrooms can greatly improve the efficiency of teaching, to provide students with good learning and living conditions, but good cultural (spiritual) conditions are the key to cultivating sound physical and mental students <sup>[9]</sup>. How to give up the bad influence of competition, comparison, and the public, to create a healthy school atmosphere has become the top priority of today's school reform.

First of all, at the school level, universities or colleges should create a kind of cooperative, harmonious, and friendly school atmosphere as a whole, and shape the cohesion between students and students, students and teachers into a campus culture. Therefore, the school should carry out more cooperative activities, and break through the single mode of competition, so that students can cooperate in competition and compete in cooperation, such as setting up the mode of cooperation and mutual help within the group and inter-group competition can weaken some competition. In this way, it will not completely erase students' ambition and competitive heart, but also allow students to help each other and make progress together.

Secondly, at the level of teachers, as the leader of the class, teachers should treat every student in the class equally, not regard their achievements as heroes, treat every student in the class seriously, do not let students feel the potential difference caused by good or bad performance, and create an equal class atmosphere and school atmosphere. On the other hand, teachers' values will also have an impact on students. They should be people with a sense of social responsibility, so teachers should set an example and standardize their ethics. Only in this way can they exert a subtle and positive influence on students in the daily teaching process.

#### 4. The community and the family play a synergistic role

Because society is a web of relationships, woven from one relationship to another. People depend on one relationship after another to live. According to Bronfenbrenner's ecosystem theory, people live in a dynamic environmental system, each system will have a greater or lesser impact on the beauty of each person, and the instability of the age of minors further increases the influence of those intimate relationships<sup>[10]</sup>. For minors, family and school are the micro-systems closest to children, and the relationship between them is the intermediate system, which covers most of the external influencing factors. Children whose overall relationship between the three is in a harmonious balance tend to develop more smoothly, but as long as there is a loophole in any link in the middle, it may cause indelible damage<sup>[11]</sup>.

From this point of view, the cultivation of students' social sense and social feelings is not the result of a single factor, but the result of a comprehensive effect. Therefore, school education cannot be solely relied on, but have to expand the vision to family and community. While doing a good job in school education, it is important to also establish an effective community education network<sup>[12]</sup>. On the one hand, the community should organize and carry out more public welfare activities, encourage the participation of community personnel, and jointly create a pro-social atmosphere inside and outside the school. At the same time, after conducting certain themed moral education courses in the school, they can communicate with the community, use community venues or activity platforms to show follow-up results, or jointly plan a series of activities with the same moral education theme with the community, so that students can further internalize moral qualities in community practice besides moral education in the school. This can also realize the school and the community's good cooperation, mutual benefit and win-win mode of common promotion.

The family is the most basic place of life and socialization for children and is crucial to the social cultivation of students. On the one hand, parents should adopt the correct parenting style. Studies have shown that there are differences in parenting practices between the families of children with aggressive problems and those of non-problem children. Most of the highly aggressive children come from the "absolute authority" and "overindulgent" families. The common feature of these two family types is improper restrictions on children<sup>[13]</sup>. Being strict, kind and generous is a more balanced state of family tutoring. On the other hand, a warm and harmonious family atmosphere should be created for children. In the family, in addition to a parent-child relationship, the relationship between parents will also have a greater impact on children. Malone *et al.* (2004) tracked 356 male and female children for 10 years, some of whom lived in families that had experienced divorce, and found that for boys, the experience of parental divorce increased behavioral problems. Moreover, these problems persisted for many years after the divorce<sup>[14]</sup>. First, parents should pay attention to their role models, always pay attention to their words and deeds, instilling negative thoughts in children, creating a good family moral environment for children, and influencing children imperceptibly by themselves. Second, for high-risk families, such as economically poor families, parents with bad behavior, and even a criminal record of the family, children are extremely vulnerable to genetic and environmental pressure<sup>[15]</sup>. Relevant organizations should pay close attention and help to carry out interventions aimed at parents, to improve children's family environment and further reduce the risk of bad behaviors.

In general, in order to improve the current situation of students' low sense of society and social feelings, school education should be reformed and made efforts in many aspects, such as curriculum, extracurricular activities, and coordination between family, school and community, to better cultivate people who are in line with the educational purpose of our country, have comprehensive physical and mental development and are beneficial to society.



## Disclosure statement

The author declares no conflict of interest.

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