

Study on the Countermeasures of the Moral Self-education of Students from Normal Colleges

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Abstract

This paper, based on the concept of moral self-education of students from normal colleges, analyses four main characteristics of the moral education of college students: introversion, autonomy, sociality and lifelong participation. And it also studies the countermeasures of the college students' moral education, aimed at elevating their morality on the basis of self-education.

Key Words: College students, moral, self-education, countermeasures.

The world today is set in an increasingly competitive era with the rapid advancement of science and technology. As the ideological guarantee of educational cause, teachers are the foundation in our education, which makes the moral education of college students more crucial, because their moral quality and value orientation have a direct bearing on national development and social advancement. Therefore, giving full play to the ability of self-education of the group of college students and their inner strength as well as achieving the goal of college students' "Self-management", "self-education", "self-service" and "self-discipline" will, hopefully, boost efficiency of the moral education on college students and attach a great significance to cultivating all-round talents.

1. The concept of moral self-education of students from normal colleges

Students of normal colleges are the subject of self-education. Aiming at this special educational group of students from normal colleges, moral self-education of college students refers to an educational process in which college students regard themselves as the education objects initiatively, transiting ideology, regulating behaviors and shaping their moral personalities according to the requirements of certain social moral education and the needs of the development of college students' morality.

And all of this must be under the influence of social environment and the colleges' moral education background and be based on the strong self-consciousness of college students.

2. Features of moral self-education of students from normal colleges

College students' moral education has its own characteristics, mainly embracing introversion, autonomy, sociality and lifelong participation. Thereupon, attaching great importance to characteristics of college students' moral self-education not only indicates the improvements on moral education methods, but also means transformation of moral education ideas and reformation of education contents. Furthermore, it also has significance on strengthening the pertinence of colleges' moral education as well as arousing students' enthusiasm and initiative.

2.1 Introversion

Self-education refers to educating oneself, and it means the process of construction of psychological mechanism, in which an individual makes himself the object of self-education, carrying on self-awareness, self-experience and self-regulation on the basis of individual ideology, morality and personality. As self-awareness, self-experience and self-regulation serve as the inherent psychological mechanism, we can see that the subject of self-education carrying out the education inward instead of outward. Everything must be through the internal cause, all the external causes must come to effect on the basis of internal causes; education, accordingly, as the external influence factor, must fulfil its aim through the contradiction movements of the internal factors.

2.2 Autonomy

In the process of moral self-education, the initiative and creativity of the college students will be given full play to. During the moral self-education, in order to overcome the contradictions between self in reality and self in ideal, and between self as objects as well as self as subjects, individuals must establish the goal of moral self-education initiatively, receive external moral education selectively, educating themselves and evaluating the results of self-education autonomously. All in all, only the education that conforms to autonomy can be called the genuine self-education.

2.3 Sociality.

Self-education's sociality refers to the self-education can't be pure and individual behavior, it must be done in society, it's a kind of sociality individual activities. Because in view of moral self-education goal, the goal of moral self-education essence is make the individual to become a "social person", he has the social requirements of ideological and political quality. From the perspective of the process of moral self-education, individual moral self-education cannot do without the guidance and the evaluation of others, cannot leave the interpersonal moral relationship, cannot leave the human moral life and moral practice. Visible, self-education depends on the individual and society in the process of the interaction of others, self-education is social inevitably.

2.4 Lifelong participation

People need a immutability determines the ideal and reality I contradictory immutability, also determines the self-education is permanent. The needs of the people is a never-ending, when a need to meet, and can generate new needs, when after a process of self-education, whether anticipated goal to realize it or not, it always will turn into the next process cycle. If the expected goals come true, individuals will put forward higher requirements to myself; if have not achieve the target, main body needs to adjust the expected target or action plans, and then re-enter the next round of the process of education itself, is the behavior of this kind of endless makes individual constantly towards moral self-transcendence and self-perfection.

3. Countermeasures of the moral self-education of students from normal colleges

Moral education in colleges has the tendency of infusing knowledge into students, which restrains the development of students' initiative and enthusiasm; meanwhile, it hinders forward-direction expression of the efficiency of moral education. Self -education is the key to moral education, mastering it meets the needs of making progress and development, also the needs of pursuing personal value and society.

3.1 Self-learning

Self-learning, a fundamental approach, serves moral self-construction. Only by this can students fulfill their own moral knowledge, enhance their cognitive and standard of morality, and transform knowledge into action, forging ahead the shape of favorable moral rules.

3.1.1 Self-learning of cultural knowledge

A fertile background of intellectual should support moral construction. Moral ideas are ubiquitous, such as traditional culture, science, philosophy, art, etc. one's world outlook, legal and political conception are built at the foundation of relevant knowledge, that means, the more fertile intellectual we have, the more comprehension of morality will be conducted, the better efficiency of moral construction will be generated. Consequently, moral self-construction of undergraduates is supposed to attach significance to acquirement of intellectual. When absorbing in scientific and cultural knowledge, students can enrich intellectual and deepen moral cognition.

3.1.2 Fully comprehensive of egoism

Acknowledging ourselves is the origin of individual self-constructed moral system; students learn their own mainly including self-awareness, self-observation, self-conception, self-imagination, and self-assessment. Only we accurately comprehend and dialectically evaluate ourselves, we can figure out the gap and shortage with others, accordingly, which benefits to set feasible goals precisely, and then, provokes the motivation and desire of self-constructed morality, eventually, turns the abstract into positive action in the current moral-construction of undergraduates

3.2 Practice and Exercise

3.2.1 Accumulating decent interpersonal relationship

The way of people to realize the mastering of the social morality is association, that is to say, people establish their own morality by the association with others. Only in moral association surroundings can they form their moral trait. Furthermore, the campus is the significant platform for students to grow into social men. People can enhance their own moral trait by the social association, and for a college student, this kind of association is the contacting supported by school life and between teachers and classmates.

3.2.1.1 The association between students and teachers and the moral self-construction

The relations between students and teachers are a kind of special relations formed by all kinds of association forming attitude among them. And the teachers' educational conception takes a conclusive part in the management form of this relationship, restraining the whole education activity. The process contractions between teachers and students contrive another progress, where teachers guide them to construct self-morality. What's more, disposing teacher-student relationship well plays a crucial role in the process of student's moral self-construction, which explicates respective obligation, and boosts the entire process to work successfully.

3.2.1.2 Students' interaction with classmates and moral self-construction.

Students' relationships are embodied at the basic of exterior conditions or occasional interests, and set up a new criterion by association. They are inclined to making friends with individuals, who their interests, habits,

characters, experience are harmonious with each other, and whose morality and behaviors are commended by society, which works for the moral construction significantly. Their association can broaden the horizon of cognition and advance the capacity of estimating morality, contacting with others, the fundament of building self-morality, enables them to gain the sense of society and the social support, which exerts more confidence on them and benefits them to establish self-conception and self-personality.

3.2.2 Positive participation in the social practice

Morality serves human beings to live better and regulates relationships amongst them, radically, it's practical. We are supposed to take positive participation in the social practice and structure our own moral system within the period of self-construction.

3.2.2.1 Social practice is a dominating approach to moral self-construction of students, which mainly contains their cognition of moral standard, cultivation of moral affection, establishment of moral faith, development of sturdy moral will, accomplishment of favorable capacity for moral agency. On the one hand, the process of educators' teaching equates the interaction between teachers and students; only with practice will that process integrate with that interaction. On the other hand, according to the law of forming-morality, association, activities in the society means practice, also fosters students' morality at the basic of social practice.

3.2.2.2 Social practice is the standard of testing self-construction moral system, only in the course of practice, their moral cognition and subjective will can be exposed, their judging and marking based on behaviors, undergraduates distinguish and identify their own moral system by others and self-assessment and criterion, they only put constructed-morality system in practice, which born educational effects, overcomes the phenomenon that their acts belie their words, enables their constructed-morality system to be real value.

3.2.2.3 Guiding moral self-construction of college students is social practice, the protagonist of moral-construction contains teachers and students, whose interactions consist of moral-education worked as social practice, teachers turn their subjective spirit of objective existence into objective spirit. Identifying, classifying, settling, receiving and internalizing their teacher's thoughts, students foster their own subjective spirit by independent learning. Meanwhile, they practice moral ideas by external and self-estimation of digesting, absorbing, practicing. Moral ideas should be guided by teachers, during this process; students adequately fulfill initiative, structure a series of moral system which are suitable for the development of undergraduates.

3.3 Endeavoring to make self-improvement

During the moral self-education, college students need to seek improvement continually on moral quality and develop extensive habits, so that college students can further promote their personal diathesis and make self-improvement.

3.3.1 Promoting moral quality

Moral quality refers to the personal moral character and sentiment formed by individuals by means of a long period of self-education, reformation, edifying and exercise on individuals' morality. Students' moral quality has played a significant role in the learning process of moral theory and practicing, which is also an effective way of molding students' personal morality. Only through conscious learning, the process of internalization and participation in a series of social training activities, can college students voluntarily comply with the code of ethics, and eventually be able to possess good quality. However, the moral quality is not produced by force but

out of students' willing. The characteristics of the moral quality lie in consciousness and initiative. Accordingly, the impetus to cultivating moral quality boils down to the subject's higher demand on his own character, higher expectation, higher goals and building rational personality.

3.3.2 Developing extend hobbies

The development of personal hobbies extensively attaches significance to physical and mental health and morality formation of college students. College students' interests and hobbies can become an upward spiritual pillar, producing a series of positive emotional experience, to help students establish positive outlook and to intensify their satisfaction for life and facilitate adaptation to environment. Healthy interests and hobbies enable students to overcome various difficulties and obstacles, and to march towards their goals. In addition, positive and healthy hobbies facilitate the development of intelligence enthusiasm and fulfilling potential. And the potential may lie in Attention, thinking ability, imagination and willpower, which can activate students' brain and help college students to march smoothly during the process of enhancing moral quality.

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