

Exploration of the “Penetration and Normalization” Path of Core Values Education of College Students

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Abstract

The socialist core values are an important spiritual pursuit, the spiritual pillar and spiritual power for college students in the development of their lives. Whether we can guide college students to establish and practice the socialist core values is not only related to the healthy growth and development of college students, but also related to the realization of Chinese dream. This paper analyzes that we should expand the path of “penetrated education integrating explicit and implicit characteristics and systematical normalized education”, promote the development of core values education methods and the improvement of the system and promote the formation of education forces, thereby enhance the effectiveness of core values education of college students.

Key words: College students; “Penetration and normalization” Path; Core values education; Explicit and implicit characteristics

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INTRODUCTION

On May 4, 2014, when Xi Jinping gave a speech at the teachers and students symposium at Peking University, he pointed out that,

Value orientation of young people determines the future value orientation of the whole society, and young people are in a period to form and establish values; therefore it is extremely important to do a good job on the values cultivation in this period. It's like buttoning a shirt when wearing clothes. If the first button is buttoned wrong, the remaining buttons will be buttoned wrong. The buttons of life should be buttoned correctly from the outset. (Xi, 2014, May 5)

To cultivate college students’ socialist core values is needed for the overall development of college students, and it is also an important basis to realize the Chinese dream. Currently, the education of college students’ socialist core values faces many challenges and problems. To enhance the effectiveness of education, we urgently need educators to respond to theory and practice, in depth expand “penetration, normalization” characterized core values education path of college students, and provide a new perspective to enhance the effectiveness of college students’ socialist core values education.

1. PENETRATED EDUCATION INTEGRATING EXPLICIT AND IMPLICIT CHARACTERISTICS

Explicit education is physical education through conscious, direct, explicit educational activities to make educatees feel the education and is the main way of values education. Implicit education refers to an education way through unconscious, indirect, implicit educational activities to make educatees affected by the education unknowingly. Penetrated education integrating explicit education and implicit education is to flexibly utilize explicit education and implicit education in education,

prompt college students complete their theoretical knowledge and value recognition of socialist values, and realize the “silent” education of core values.

1.1 Combining Indoctrinated Education and Experiential Education to Promote the Internalization of Values

The knowledge of socialist core values, as the foundation of value orientation and value judgments, plays a vital role in the establishment and development of individual values. The determination of the correct value target, the correct value orientation and the formation of value judgments are based on knowledge acquisition. The knowledge mainly needs to be internalized through indoctrination to enable the objects of the education to form some kind of relatively stable values and then to externalize it into actions. Therefore, in the education of values, we need indoctrinated method. However, according to the rule of internalization and externalization of education, to learn values, we first need to convert knowledge of values into internal demand and then externalize it into actions. This internalization-externalization process cannot be achieved simply through lectures. It can be achieved through the experience, feeling and understanding of college students or even to touch their inner world to achieve this. The experiential education enables students to enter the real situations, to experience and perceive, to make selection and judgment, and eventually to form values that they accept in their heart and support emotionally. Therefore, the formation of good values of college students needs to fully play the role of experiential education.

The use of experiential education in the education of core values of college students has the following forms and approaches in particular: The first one is through daily life experiences to develop values. Everyday life is the main place where people communicate their values. College students’ outlooks of love and marriage, life, consumption and happiness are all closely linked to their everyday life, and therefore, for the education of core values of college students, we should have students experience and perceive through practice and observation in their daily life, and fully play positive impact and the guide role of the social life in values education. The second one is through visit and research and other social practice to conduct values education. In the education of the core values of college students, we can organize students to visit all kinds of patriotic bases, such as memorials, museums, etc., so that students can understand the history of the development of the Chinese nation and the process of the struggle of the Chinese Communist Party. In this way, we can guide college students to establish a correct political view; we can organize college students to conduct activities such as “going to the countryside” and “intelligence squads” and so on, so

that from the tremendous achievements that the Chinese Communist Party has achieved in leading the social development they can realize the important significance of insisting on the leadership of the Chinese Communist Party, perceive the great strength of the Chinese people and complete the internalization and practice of values in their practice.

1.2 Using Value Clarification Method and Emotional Influence Method to Enhance Value Discriminative Power

Value clarification method refers to that in the educational process of values, educators guide students to conduct rational thinking and careful analysis, judgment and evaluation of the values of the community, the school and other people and to make choices and form their own values on the basis of value clarification (Liu, 2007, p.241). Emotional influence method requires educators to cause students resonate and think about values through emotional interaction with them. Only when educators allow students to really experience and feel the meaning of positive values in life can it help the internalization of values.

Theoretic cognition and value recognition of values are inseparable from emotional experience. Integrated use of value clarification method and emotional influence method is very effective in improving the emotional experience and deepening value cognition. We should use value clarification method and emotional influence method to cultivate and improve students’ ability to judge, analyze and choose values and to prevent value deviation. For example, in value clarification method, we can actively use “dilemma story” method, such as “Heinz dilemma” and “whether to expose a friend’s cheating”. Through such issues we can think about and explore morality and emotions in depth to improve students’ value cognition and ability of value judgment. At the same time, teachers should utilize emotional influence method, establish a harmonious teacher-student relationship, get along with students as a friend and treat them friendly and equally during the education and through emotional interaction help students accept correct values.

2. SYSTEMATICAL NORMALIZED EDUCATION

Currently, the core values education of college students has made a series of achievements, but it also faces many problems. The lack of system is an important reason. The sound system is the guarantee for the normalization of the core values education of college students; therefore, we should establish a new system with the guidance of socialist core values, explore the institutionalization of the core values education of college student to ensure the normalization of the core values education of college students with institutionalization.

2.1 Improving the Organization and Management System of the Core Values Education of College Students

The organization and management system of core values education of college students is the "top-level design" for the core values education of college students. Currently, in some schools, core values education is considered as a "soft job" which is dispensable. Some schools do not really pay attention to the files from the central government and they believe "if there is something, they do it; if there is nothing, they do nothing." The smooth work of the core values education of college students cannot do without effective organization and leadership of colleges and universities. Therefore, in the core values education of college students, we should strengthen the construction of organization and management system. On the one hand, this should through the system explicitly require local leaders at all levels, especially the leaders of universities and colleges to put the core values education of college student as a focus of the work, publicity departments at all levels to do their work for the core values education of college students, the relevant departments to actively provide protection for the core values education of college students, and each school and party branch to integrate the content of socialist core values into the work and together serve for the core value education of college students. On the other hand, we should through the system specify that the Communist Youth League of the school, communities and other relevant departments and organizations should actively play their respective roles, cooperate with the relevant work of the school and form a powerful force so as to jointly promote the smooth conduction of the core values education of college students. In addition, we should improve the construction of daily educational system for the core values education of college students, fully mobilize the enthusiasm and creativity of counselors, promote counselors to conduct in-depth counseling for the core values education of college students, and establish a daily values education system starting from freshmen throughout four-year college study and life of college students, focus on the in-depth counseling of the values of freshmen and in job and career seeking and focus on the in-depth counseling for students who have financial and learning problems. Through rigid systematical rules, we should put the core values education of college students into everyday education.

2.2 Improve the Participation System of College Students' Core Values Education

An important aspect of the core values education of college students is to play students' conscious activity and cultivate students' sense of self-education. Only in this way can it help to promote the recognition of the socialist core values. Therefore, we should improve the system

and encourage students to participate in a wide range of socialist core values education activities to improve the results of socialist core values of education.

First of all, we should convert the requirements for the core values education of college students into actionable and specific behavior rules. Universities and colleges should be based on the relevant requirements of the socialist core values to further amend and improve *College Students' Manual* and other rules and regulations, so that students have behavior rules to follow. Second, we can conduct multi-level, multi-faceted and sustained values indoctrination activities for college students based on relevant systematical rules and regulations relying on class, grade, student unions, associations and other college student organizations, using a variety of activities (such as various competitions and parties etc.) as the carrier, so that college students will have a full understanding of the importance of correct values on their own development and use their own experience to verify the correctness of the content of values theoretical education to guide and help them build a powerful spiritual pillar and scientific values. At the same time, we should record, observe and provide feedback on the participation of the core values education activities of college students and use them as an important part of the evaluation of college students' daily behavior. Finally, we should recognize those outstanding colleges in the active participation of students in core values education activities, encourage college students to actively participate in values education activities and fully play college students' subjective initiatives in the core values education.

2.3 Improve the Evaluation System of College Students' Core Values Education

College student core values education evaluation system is not only the observation of the educational results and the constraint of the system, but also having an incentive and guiding role for the values education in universities and colleges. Complete evaluation system is the guarantee to achieve the normalization of core values education of college students. "For the scientific development, a system should come first." The lack of a sound education assessment system for the core values education of college students is an important issue that we face in the core values education of college students; therefore, education administrative departments should refer to the teaching quality evaluation system and evaluation system of ideological and political education, combine with the actual situation of the universities' core values education and quickly improve college student core values education evaluation system.

To improve the assessment system of college student core values education, we should focus on the following aspects: first, according to the development requirements of the Party and the country, we should combine with the reality of core values education of college students

to determine the purpose for the evaluation of college student core values education. Second, we should develop quantifiable indicators which facilitate the operation of assessment. The indicators of college student core values education assessment should cover all elements comprehensively included in the education process and involving in the various stages of education. We should break the educational objectives at all levels down into specific indicators which can be measured. On the evaluation objects, we should not only contain educators, but also include educational objects. On the content of assessment, the assessment indicators of college student core values education should cover the education process of the core values of education of college students to comprehensively inspect the effect of the core values education. Third, we should timely summarize evaluation results and provide feedback and put the assessment results into the relevant quality assessment of universities and colleges. The objectives to assess the core values education of college students is not only to get the results of the assessment, but also to summarize the experience and lessons in a timely manner from the assessment results, to find problems and causes in the core values education of college students, and to target to take appropriate measures to improve. Therefore, we should really apply the core values education assessment results to the relevant quality assessment of universities and colleges, such as undergraduate teaching quality evaluation and ideological and political education

evaluation. Only in this way can we encourage colleges and universities to pay more attention to students' values education and to invest more resources to promote values education and can we make values education get rid of the problem of "campaign-style" and "superficial style" to practically implement normalized values education and to promote the core values education of college students in a long-term effective manner.

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