

Socialization Path Innovation of Moral Education of College Students in New Media Era

LI Haiyan^{[a],*}

^[a]Lecturer, School of Journalism and Communication, Southwest University, Chongqing, China.

*Corresponding author.

Received 18 December 2014; accepted 4 February 2015
Published online 26 March 2015

Abstract

The socialization of moral education is an important goal of college personnel training in terms of moral education. With the development of information technology, new media are becoming increasingly popular and they are deeply integrated with college moral education socialization, having internally changed and influenced the shaping of personality of moral education of young students. The new media are mobile ubiquitous, anonymous and interactive, virtual reality and other media features, and they effectively promote the emotional cultivation of young students' moral education, the waking of the consciousness of moral education, the shaping of value of moral education and the practice of moral education; however, the double-edged feature of technology brings worries and risks. The alienation of media information, the collective irrationality in the virtual space, group polarization, network populist phenomenon objectively reflect and threaten the socialization process of moral education of young college students. Based on this, we need to respond effectively, take measures to avoid the risk of moral socialization that new media has brought to the moral education of college students, and promote the socialization process of moral education of college students from four aspects: knowledge construction, platform building, cultural management and position construction.

Key words: New media; Young college students; Socialization; Path

Li, H. Y. (2015). Socialization Path Innovation of Moral Education of College Students in New Media Era. *Higher Education of Social Science*, 8(3), 37-40. Available from: URL: <http://www.cscanada.net/index.php/hess/article/view/6675>
DOI: <http://dx.doi.org/10.3968/6675>

INTRODUCTION

The socialization of moral education is individuals' socialization in the dimension of moral education and it is the transformation of natural persons to morally educators. The socialization of young college students' moral education is intended to disseminate the knowledge and norms of moral education, cultivate the participating capacity of young students in moral education, shape moral education values, and thus to get prepared for becoming eligible citizens of moral education. Currently, the Internet and mobile phones, as the representatives of new media, are becoming increasingly popular and integrated into people's production, living and learning, and they are having a profound impact on the intrinsic moral education of the young students to shape the personality and values. The author believes that, although the deep integration of technology and education, and technology and moral education brings opportunities for the socialization the moral education of young students and to some extent contributes to the moral education of people, yet it also coerces the risk of failure in the socialization of moral education. It has the potential to suppress the socialization process of the moral education of young students. This paper argues that there is need for a comprehensive review and we should dialectically treat new media's socialization function in moral education, draw on the advantages while avoiding disadvantages, and create innovative socialization path for young college students' moral education.

1. THE FEATURES OF NEW MEDIA

New Media has developed following the press, radio, television and other traditional media based on network technology, mobile technology and digital technology through the Internet, satellite and wireless transmission to provide information resources for people's production and life. Of course, new media is a relative concept, "the boundary of new media technology itself is constantly changing and is in flowing condition. All of the technology for its time is 'new'" (Pavlik, n. d.). Different from the traditional word of mouth, word spread, the spread of print and television transmission, etc., because of its technologies such as distributed network architecture, contemporary new media show a lot of new features.

1.1 Mobile and Ubiquitous

New media technology has the typical mobile and ubiquitous transmission characteristics. Mobility means that the information can be received beyond time and space, with carrying function. Compared to desktop computers, mobile platforms such as smart phones are more popular with users.

As of July 2010, the global number of mobile users has exceeded 5 billion and mobile broadband users are growing rapidly. It is expected that in 2015 it would exceed more than 3.4 billion. The study shows that 80 percent of Internet users will use mobile devices to use the Internet. (Xu, 2011)

1.2 Anonymous and Interactive

Distributed network of new media has reformed the shortcomings of traditional linear and one-way flow of information. In a distributed network, users are equal in terms of power or opportunity, and therefore new media have strong anonymity interactivity.

Virtual Reality. New media information transmission is not only fictitious but also realistic. In another word, the new media have the feature of virtual reality. Virtual reality relies on computer graphics, sensor technology and human-computer interaction, allowing users to have immersive sense of the scene.

2. NEW MEDIA AND THE SOCIALIZATION OF MORAL EDUCATION OF YOUNG COLLEGE STUDENTS

The society itself is a changing and developing organism, "the mass media can be classified as an integral part of the social structure; without this part, the modern society we know will be unable to continue." Correspondingly, the intervention of the media system is also an important guarantee for the operation and the maintenance of the order of moral education. Currently, the Internet and mobile phones, as the representatives of the new media, have not only penetrated into the whole process of moral education practice and affected the subjects' decision-

making and behavior of moral education, but also at the micro level profoundly shaped the cultivation of moral education citizens.

2.1 New Media's Socialization Function in the Moral Education of Young College Students

The important connotation of the socialization of moral education of the young college student is the transition from natural persons to moral educators or the preparation for the transition to shape the personality of moral education. In college field, the socialization function of new media in moral education mainly manifests in four dimensions: promoting moral education emotions of young students, shaping moral education values, wakening the awareness of moral education, and promoting the participation in moral education.

2.1.1 To Enhance the Moral Education Emotions of Young Students

Under the context of new media, fostering moral education emotions has two advantages: first, since mobile phones and the Internet, as the representatives of the new media, have the feature of beyond the time and space, increasingly show the mobile and ubiquitous feature, and are more diverse in the information dissemination channels and are more enriched in the content. With new media, young college students can fully contact moral education information, which is the material basis for the generation of moral education emotion; second, the anonymity and interactivity of new media can make young students to release the moral education emotions and promote exchanges among the subjects of moral education.

2.1.2 To Waken the Moral Education Awareness of Young Students

To obtain proper sense of moral education must go through moral education practice. Moral education practice can not only cure a sense of moral education, but also generate a corrective function to the awareness of moral education. As a "real action", a "citizen conscious action" which does not include a non-unconscious action or an action in which people are "forced" to participate, the practice of moral education reflect the level of consciousness of the moral education of young students in large part (Dai & Ma, 2013). Under the new media environment, e-government, political Weibo and others have become important platforms of moral education information dissemination and interaction. Based on virtual space and individual freedom and other technical characteristics, the expansion of the practice of moral education of youth is not only possible, but also effective. According to the survey, "in the use of Weibo as the Internet moral education participating pathway for college students in the country and in Shanghai, the proportion of Internet users in the country is 48.7%, and Shanghai college student Internet users accounted for 51.7% of (2013)." (Han, 2011, January 11)

In China, since the popularity of the Internet continues to increase, the Internet has become the main framework and an important resource for shaping the moral education awareness of young students, and it has become the main approach and medium for the expression of moral education awareness. (Zheng, Wang, & Lu, 2012)

2.1.3 To Shape the Moral Education Values of Young Students

Moral education values are a social consciousness and determined by the social existence. They reflect the subjective evaluation and understanding of the moral education based on their likes and dislikes or the degree of satisfaction of the objects' needs, and they are the "basic yardstick for moral educators to judge things in moral education" (Shi, 2001). With the changes and development of the social and historical environment, people's moral education values will change as well. Moral education values are dynamic. The core of modern moral education values includes elements such as democracy, freedom, equality and human rights and so on. On the current terms, in shaping moral education values of young students in the university field, we cannot avoid universal and ubiquitous new media. As a technology, new media play an important role in shaping moral education values of young students. They promote the development of democracy and freedom. The emergence of new media creates a new public space, and at the same time they also give birth of digital citizens and the new digital democracy. Digital citizens are anonymous, virtual, physically absent and the fact that in virtual space user identities blur, which directly drive an empowerment movement. "We should decentralize power into the hands of more people, so that power which was originally centralized in the country or in political parties can be partially assigned or returned to the social subjects and returned to people." (Cai, n. d.). Therefore, what new media bring in value shaping is mainly cyber democracy and freedom. In the new media space, everyone is a subject of public opinion and can freely discuss and exchange views.

2.1.4 To Promote Moral Education Participation of Young Students

The new media not only allow ordinary grassroots to create and share information, but also because of their mobile ubiquitous feature, eliminate the detention of space, change the customary modes of public access to information as well as the way to percept and understand the world, and provide a possibility for the awakening of the citizenship awareness of young college students. Robert A. Dahl believes that:

The more participation channels of moral education system can provide, the moral convenience for the participation of moral education will become, and appropriately more people will participate in it. If there are only fewer obstacles to overcome before we can take actions, people would like to participate; the greater the obstacles are, the more people do not want to intervene in the moral education. (Dahl, n. d.)

The changes that new media technology brings break the geographical and hierarchical restrictions, activate the enthusiasm of young students to participate in moral education and improve the ability to participate in moral education.

CONCLUSION

a) To strengthen the construction of digital learning resources and promote the knowledge construction of moral education

The socialization of college moral education also has to change the design concept of the course. While strengthening the construction of traditional curriculum, we should also comprehensively build systematical, personalized and popular digital curriculum resources. First, based on students' cognitive laws and moral education knowledge system, we should step by step, expand the systematical design of resources, facilitate students to schedule independent learning progress, and also facilitate teachers to conduct the evaluation and assessment of students' mastering degree. Second, to meet the different needs of students' cognitive and psychological needs, we should have resources designed to reflect the personality and they should be not only of the charm of knowledge but also in the attractive form to stimulate the enthusiasm and motivation of young students to learn knowledge of moral education. Third, the development of learning resources of moral education must adhere to popularization, transfer the theoretical form of knowledge of moral education into vivid narrative and discourse system that students are familiar with, play the advantage of new media in information expression, and make integrated use of audios, pictures and videos. By developing digital resources, to provide students with a learning supermarket and create a personalized learning environment of moral education is an important path to the socialization of moral education of young college students.

b) To build a media platform for student-teacher exchange and promote blended online and offline education

Blended education is to combine the advantages of traditional education and the advantages of networking education, that is, to play the teachers' leading role in guiding, inspiring, and monitoring the teaching process, but also to fully embody the initiative, enthusiasm and creativity of students as learning subjects in the learning process (He, 2004). Moral education has ideological nature and involves shaping the values and ideas. The effectiveness of traditional classroom teaching is not high, and the forced indoctrination of moral education thought, to some extent, will be counterproductive; therefore, we need to set up the media platform for the exchange of students and teachers. According to the specific

circumstances and the particularity of moral education, we should play the respective advantages of “online” and “offline”, implement blended education, focus on knowledge teaching offline and strengthen emotional exchanges of moral education online so as to enhance the educational effectiveness of moral education.

c) To construct positive and healthy campus network moral education culture

The value is to build positive, healthy and rational network moral education culture is self-explanatory. From its initiatives, the author considers it necessary to proceed in two aspects: first, to enhance the quality of ideological and moral education and to build self-restraint mechanism of young students. Because the network moral education space is virtual and anonymous and network behavior responsible consciousness is weak, the expression of moral education of youth in cyberspace is easy to show in an irrational and emotional way, and even in an illegal way. The cultivation of self-restraint awareness and the improvement of moral and ideological education literacy is the premise to build campus positive network moral education culture. Second, we should strengthen the check of college network moral education culture. American futurist Alvin Toffler once said: “Who masters the information and controls the network will have the whole world.” (Toffler, 2006) Enormous power of the network information reminds us not to ignore the management of network moral education culture. It is necessary for universities to establish the appropriate network behavior norms, to strengthen checks and early warning of network cultural information, and especially to strengthen the network cultural management during sensitive periods and major emergencies.

d) To occupy information heights and timely push accurate and objective moral education information

Universities should not only seize the traditional field of new media, such as the theme site, campus BBS forums, official Weibo, etc., and at the same time through mobile phone terminals transmit information, instantly push dated information on moral education, so that students at leisure time are able to grasp and understand the dynamics of moral education, be preconceived, and thus have immune effects of harmful information.

Specifically, we need to strengthen the construction of internal campus SMS platform, in the form of mobile newsletters to regularly push moral education news to the young students on campus, and the newsletters can be either “weekly” or “monthly”, showing the recent major information of moral education by mobile newsletters; at the same time, we should play the interactive role of mobile media, build interactive communities, encourage young students to leave feedback and in-depth evaluation, instantly express their views and opinions of moral education, and lay the information foundation for the supervision of public opinions.

REFERENCES

- Cai, W. Z. (n. d.). *Network communication revolution: Power and regulation*. China: Shanghai People’s Publishing House.
- Dahl, R. A. (n. d.). *Analysis of modern moral education*. In Y. Wu (Trans.). China Renmin University Press.
- Dai, S., & Ma, W. J. (2013). The participation of network moral education and the development of moral education of youth. *Academic Exchanges*, (2).
- Han, X. R. (2013, January 11). Forums and weibo become the main ways of online politics of young people. *Oriental Morning Post*.
- He, K. K. (2004). From blended learning to see new developments in educational technical theory. *E-Education Research*, (3).
- Pavlik, H. (n. d.). *New media technology: Cultural and commercial prospects* (p.14). Beijing, China: Tsinghua University Press.
- Shi, X. H. (2001). *Scientific principles of moral education*. Guangzhou, China: Zhongshan University Press.
- Toffler, A. (2006). *The third wave*. In M. J. Huang (Trans.). China CITIC Publishing House.
- Xu, J. C. (2011). New media’s “mobile internet”. *Zhejiang Economy*, (10).
- Zheng, L., Wang, L. Y., & Lu, S. Z. (2012). Theoretical analysis of the participation in network moral education of contemporary youth. *China Youth Research*, (7).