



Reflection on the "great moral education" work in universities from the perspective of modernization of educational governance

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Abstract: The rapid development of society has prompted continuous innovation in education, and the modernization of educational governance has become the core goal of educational reform. In this context, as the cradle of talent cultivation, moral education in universities is particularly important. The traditional moral education model is no longer able to meet the needs of modern society. Therefore, exploring and practicing the "great moral education" work model based on the perspective of educational governance modernization has profound significance for improving the effectiveness of moral education work in universities and cultivating socialist builders and successors with comprehensive development in morality, intelligence, physical fitness, aesthetics and labor.

Key words: educational governance; modernization; universities; "great moral education" work; thinking

1 Introduction

From the perspective of modernization of educational governance, universities have carried out "great moral education" work, which not only meets the needs of the times, promotes innovation and development of moral education work, but also cultivates socialist builders and successors with comprehensive development of morality, intelligence, physical fitness, aesthetics and labor, and promotes the modernization of the educational governance system and governance capacity. Therefore, universities should attach great importance to the "great moral education" work, incorporate it into the overall development plan of the school, and make positive contributions to cultivating more outstanding talents and realizing the Chinese Dream of national rejuvenation.

2 The relationship between modernization of educational governance and moral education in universities

As an important direction for the development of education in China, the modernization of educational governance emphasizes the use of scientific concepts and methods to enhance the efficiency and level of educational management. As an important component of education, moral education in universities is closely linked to the modernization of educational governance, and the two promote and depend on each other. From the perspective of modernization of educational governance, the work of "great moral education" in universities should focus on systematicity and innovation. Universities need to integrate internal and external resources, build a comprehensive moral education system for all staff, processes, and

all aspects, and ensure the coherence and effectiveness of moral education work. At the same time, the content and methods of moral education should also keep pace with the times, innovate the forms of moral education, and guide students to establish correct worldviews, outlooks on life, and values in a more practical and attractive way. In addition, the modernization of moral education in universities has also provided strong support for educational governance. The practical achievements of moral education in universities, such as the improvement of students' moral literacy and the construction of campus culture, are concrete manifestations of the effectiveness of educational governance, effectively improving the overall education level of universities and cultivating more outstanding talents with both moral and talent for society.

3 The significance of the "great moral education" work in universities from the perspective of modernizing the educational governance

3.1 Adapting to the needs of the times

With the deepening of globalization, the modernization of educational governance has become the key to enhancing the competitiveness of national education and cultivating innovative talents. In this context, as an important base for talent cultivation, universities must also keep up with the times and adapt to the needs of the times in their moral education work. From the perspective of modernizing educational governance, carrying out the "great moral education" work in universities not only focuses on the knowledge learning of students, but also emphasizes the cultivation of their moral qualities, emotional attitudes, social responsibility, and other aspects, effectively improving their comprehensive quality, making them better adapt to the requirements of social development, and become responsible social citizens [1].

3.2 Promoting innovation and development of moral education in universities

In the past, traditional moral education models mostly focused on theoretical indoctrination and preaching, lacking practicality and interest, making it difficult to resonate and interest students. Under the perspective of modernization of educational governance, the "big moral education" work in universities focuses on carrying out moral education through various channels such as practical activities, campus culture, and social services, enriching the content and form of moral education, and improving its effectiveness and attractiveness. At the same time, the "great moral education" work also meets the individual development and needs of students, respects their subject status, stimulates their own initiative and creativity, and promotes the innovation and development of moral education work in universities.

3.3 Cultivating socialist builders and successors with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor skills

As an important battlefield for cultivating socialist builders and successors, the quality of moral education work in universities directly affects the future of the country and the hope of the nation. From the perspective of modernization of educational governance, the "great moral education" work in universities takes moral education as the fundamental task, emphasizes the comprehensiveness and integrity of moral education, and focuses on cultivating students' moral qualities, social responsibility, innovative spirit, and practical ability in various aspects. It effectively improves the comprehensive quality and competitiveness of students, and cultivates more outstanding talents with both morality and talent for the long-term development of the country and the great rejuvenation of the nation. In addition, the work of "great moral education" also cultivates students' labor consciousness and habits, guides them to establish correct labor concepts and values, and contribute youthful strength to the realization of the Chinese Dream of great rejuvenation of the Chinese nation.

3.4 Promoting the modernization of education governance system and governance capacity

Universities are important entities in educational governance, and carrying out "great moral education" in the context of modernization of educational governance can achieve collaborative cooperation and resource sharing with other

educational governance entities. In the process of strengthening the overall planning and top-level design of moral education work, the institutional mechanisms and policy measures of moral education work have been improved, thereby promoting the scientific, standardized, and professional development of moral education work in universities. At the same time, modern information technology has been used to improve the efficiency and effectiveness of moral education work, promote the digital transformation and intelligent upgrading of moral education work, enhance the quality and level of moral education work in universities, and provide strong support and guarantee for the modernization of the entire education governance system and governance capacity.

4 The problems in the implementation of "great moral education" in universities

4.1 The content and methods of moral education are single

Currently, some universities still adopt traditional moral education models in their "great moral education" work, using theoretical indoctrination and preaching as the foundation for teaching, lacking certain practicality and interest. Therefore, the single content of moral education and the lack of a sense of the times and relevance make it difficult to arouse students' interest and resonance. At the same time, moral education methods are relatively monotonous, with a lack of diversity and innovation, which makes it difficult for students to engage in diverse and diversified learning, seriously affecting the effectiveness of moral education work, leading to student resistance and poor implementation of moral education work [2].

4.2 Insufficient moral education faculty

The effective implementation of "great moral education" in universities cannot be separated from a professional team of moral education teachers. However, currently there is a shortage of moral education teachers in some universities, and phenomena such as insufficient number and uneven quality of moral education teachers occur from time to time. Some moral education teachers lack systematic theoretical knowledge and practical experience in moral education, and are also unable to perform specific moral education tasks. In addition, some universities do not attach enough importance to the training and further education of moral education teachers, resulting in ineffective improvement of their professional competence and teaching ability, indirectly affecting the quality and effectiveness of moral education work.

4.3 The moral education evaluation system is incomplete

A scientifically sound evaluation system, as an important guarantee for the "great moral education" work in universities, needs to be taken seriously. At present, some universities have problems in moral education evaluation, such as unclear evaluation standards, single evaluation methods, and lack of objectivity in evaluation results, which makes it difficult for moral education evaluation to truly reflect the moral level of students and the actual effectiveness of moral education work. Meanwhile, due to the lack of effective incentive and constraint mechanisms, some students may lack attention and investment in moral education, seriously affecting the in-depth development of moral education work.

4.4 The disconnect between moral education and social practice

Some universities have the problem of disconnection between moral education and social practice. On the one hand, the content and methods of moral education lack connection with social reality, making it difficult for students to deepen their moral cognition in practice. On the other hand, universities lack effective mechanisms and platforms for organizing students' participation in social practice, which leads to a lack of practical opportunities and experience for students, seriously affecting the cultivation of their sense of social responsibility and the improvement of their practical abilities. At the same time, it weakens the pertinence and effectiveness of moral education work.

5 Strategies for carrying out "great moral education" in universities from the perspective of modernizing educational governance

5.1 Deepening the concept: the transformation from "small moral education" to "great moral education"

In the perspective of modernizing educational governance, the implementation of "great moral education" in universities should shift from the traditional concept of "small moral education" to the concept of "great moral education". This is not only an inherent requirement of modernizing educational governance, but also an inevitable choice to adapt to the development of the times and the growth needs of students. The traditional concept of "small moral education" is mostly limited to classroom education, moral preaching, and simple behavior management, focusing on the short-term effects and surface behaviors of moral education, while ignoring the organic combination of moral education with individual student growth, social development, and national needs. This type of moral education concept is no longer able to meet the comprehensive requirements of modern society for talent cultivation, nor can it meet the personalized and diversified development needs of students. Therefore, the work of "great moral education" in universities must achieve deepening and transformation in ideology. In the process of carrying out the "great moral education" work, we should maintain the comprehensiveness, systematicity, and integrity of moral education, pay attention to the cultivation of students' moral cognition, and also pay attention to the cultivation of moral emotions, moral will, and moral behavior, helping students achieve the improvement of their inner qualities and comprehensive qualities, thereby cultivating talents with noble moral sentiments, sound personality, and strong sense of social responsibility. In addition, the concept of "great moral education" should also pay attention to the diversity and openness of moral education work, and should not be limited to traditional classroom education and simple behavior management. Instead, it should focus on the coordination and cooperation of multiple forces such as schools, families, and society to form a joint force in moral education, complete the integration and optimization of moral education resources, and create a broader moral education environment and practical platform for students [3].

5.2 Content innovation: building a moral education curriculum system that meets the needs of the times

In the context of modernizing educational governance, carrying out the "great moral education" work in universities requires innovation in the moral education curriculum system, in order to build moral education courses that meet the needs of the times, adapt to the inevitable trend of modern education development, respond to the new needs of social development and student growth. The previous moral education curriculum system mainly focused on imparting knowledge and imparting moral norms and behaviors to students, which largely overlooked the importance of student subjectivity and moral practice. The modern moral education concept emphasizes that moral education courses should pay more attention to the cultivation of students' moral emotional experience, moral judgment, and moral practice ability. Therefore, when constructing a moral education curriculum system, universities should closely combine the background of the times and the actual situation of students, and pay attention to the innovation and integration of curriculum content. In moral education courses, teachers should integrate elements of the socialist core values, excellent traditional Chinese culture, and legal education to cultivate students' national pride and cultural confidence. At the same time, pay attention to the psychological health and personality development of students, strengthen the integration of psychological health education content, and help students form a sound personality and good psychological quality. And through organizing social practice activities, volunteer services, and other forms, students can appreciate moral values in practice, improving the effectiveness of moral education.

5.3 Method innovation: using diversified teaching methods to enhance the effectiveness of moral education

In the past, moral education teaching methods that mainly relied on one-way teaching and mechanical memory lacked interactivity and experience, making it difficult to stimulate students' interest and participation. In order to enhance the effectiveness and attractiveness of moral education, universities should actively explore and use diversified teaching

methods, stimulate students' interest and enthusiasm in learning, and promote their in-depth understanding and practical application of moral education content. For example, through case analysis, students can have a more intuitive understanding of the application of moral norms and values in practical life. Through scenario simulation, students can experience the process of moral conflict and problem-solving firsthand. Through group discussions, students can exchange ideas and collide with each other, enhancing their moral judgment and problem-solving abilities. By using such diversified teaching methods, students can experience, comprehend, and grow through participation, thus gaining a deeper understanding and practice of moral education content. In addition, the use of diversified teaching methods can also promote interaction and communication between teachers and students. Traditional moral education teaching often centers around teachers, and students are in a passive state of acceptance. The use of diversified teaching methods such as online teaching and flipped classrooms can enable students to actively participate in the moral education process, interact and communicate with teachers. Not only can it stimulate students' interest and enthusiasm in learning, but it also promotes the emotional connection and trust building between teachers and students, laying a good foundation for the smooth development of moral education work.

5.4 Mechanism improvement: building a collaborative moral education mechanism

In the context of modernizing educational governance, carrying out the "great moral education" work in universities and constructing a collaborative mechanism for moral education can effectively improve the effectiveness of moral education and achieve the development of modernizing educational governance. The mechanism of collaborative moral education emphasizes multi-party participation, resource sharing, and mutual benefit. Meanwhile, universities should break the isolation of traditional moral education work, actively establish close cooperative relationships with families, society, and other parties to jointly participate in moral education work. The family is the cradle of student growth and has a profound impact on their moral qualities and behavioral habits. Society is an important place for students to practice moral behavior, providing them with abundant moral education resources and practical opportunities. Through the participation of families and society, a joint force in moral education can be formed to promote the comprehensive development of students. At the same time, universities should fully utilize their educational resource advantages, share resources with families, society, and other parties, and provide students with higher quality and richer moral education content and forms. For example, universities can invite parents to participate in moral education activities and jointly carry out family education guidance. It is also possible to collaborate with social institutions to provide students with opportunities for social practice and volunteer services, allowing them to appreciate moral values in practice. In addition, universities should strengthen communication and cooperation with families, society and other parties, jointly formulating moral education plans to ensure the targeted and effective moral education work. At the same time, establish an evaluation and feedback mechanism for moral education work, timely collect and analyze the effectiveness and problems of moral education work, and provide a basis for the continuous improvement and optimization of moral education work.

6 Conclusion

In summary, the "great moral education" work in universities is a long-term and arduous task from the perspective of modernizing the educational governance. Teachers should be guided by the ideology of socialism with Chinese characteristics in the new era, fully implement the Party's educational policy, implement the fundamental task of cultivating morality and nurturing people, continuously promote the innovation and development of moral education, and contribute wisdom and strength to the cultivation of socialist builders and successors with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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