

Enlightenment and Reference of Kohlberg's Moral Education Theory to the Moral Education Practice of Contemporary College Students

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Abstract: In the new economic development environment, the traditional values of contemporary college students are diversified, which also brings great challenges to the practice of moral education in Colleges and universities. Aiming at the problem of how to help students improve their moral cognition and moral judgment ability, this paper analyzes the moral discussion strategy and the just group behaviour training strategy proposed by the famous American educator Kohlberg, and discusses the development of moral education practice in Colleges and universities from three aspects: the rationalization of moral education content, the scientization of moral education goal and the improvement of the effectiveness of moral education work in Colleges and universities. It can provide some reference for the practice of moral education in Colleges and universities.

1. Introduction

Lawrence Kohlberg's moral discussion strategy on moral education is also a "dilemma discussion method". He thinks that the development of a person's moral judgment is a step-by-step process, which must go beyond a certain stage of development to mature. Therefore, he further puts forward the "three levels and six stages" that a person's moral development must go through, and expounds the moral development in detail Exhibition mode and process.

The first level: pre custom and moral period. Selfishness is the psychological characteristic of the moral behavior subject at this level. The behavior subject mostly considers their own needs and ignores the constraints of social customs. The first stage is to avoid punishment and obey. In this stage, the judgment of moral behavior is based on the consequences of the behavior, not the behavior. The second stage is the orientation of relative utility. The exchange of interests between each other has become an important node to judge the right and wrong behaviors. The common view of the actors is that "to provide assistance to others is to help others when they need help."

The second level: the period of custom and morality. The moral development of behavior subject begins to enter the control range of social customs and social conventions. Moral subject makes moral judgment and reasoning based on secular norms and social norms. The third stage is the orientation of good children, and the standard of "good children" has become the principle of judging the behavior morality of the subject. The fourth stage is the orientation of abiding by laws and regulations. At this stage, the moral behavior subject agrees with the social laws and regulations, has the consciousness of consciously bearing the laws and regulations stipulated by the school and the society, and begins to bear the responsibility of abiding by the corresponding laws and regulations.

The third level: the post custom moral period. In this period, when facing the critical moral situation, the subject of moral behavior will be based on his own values and moral conscience, not necessarily constrained by those traditional social norms, but makes a judgment on moral behavior in principle. The fifth stage is the social legal orientation stage. At this stage, the subject of moral behavior takes the laws and regulations based on the public rights and interests as the basis of judging moral behavior. The sixth stage is the general ethical orientation stage. In this stage, the subject of moral behavior takes other people's values and outlook on life as reference. When

judging moral behavior, he pays attention to the high consistency of justice and truth, and establishes his own moral behavior belief.

2. Problems in the Practice of Moral Education in Colleges and Universities in China

In the current education mode and social environment, the practice of moral education in Colleges and universities in China is still in a relatively primary stage, and there are still many problems in the operation process.

2.1. Students Have No Interest in Moral Education

It has been found that many college students in our country lack interest in learning moral education. The main reason why students don't like learning moral education is the lack of attraction of moral education itself. Many students think that the content taught by teachers is lack of new ideas, and the teaching form has not kept pace with the development of the times. From the aspect of the content of moral education for students, the content of moral education for students is lack of innovation and spirit of the times. There are still serious repetitive problems in the moral education of college students, which can not fully attract the attention of students. From the perspective of moral education in Colleges and universities, the traditional way of education is boring, which can not achieve the effect of moral education for students.

2.2. Neither Colleges nor Students Attach Importance to Moral Education

From the perspective of policy, the education authorities in China require colleges and universities to put the moral education work of college students in the first place when teaching them. However, many colleges and universities fail to arrange the moral education courses according to the relevant regulations, which leads to the serious weakening of the status of moral education courses, and the moral education teaching fails to achieve the proper teaching effect. Many schools pay one-sided attention to strengthen the theoretical teaching of students when carrying out moral education for students, and they do not attach importance to the practical teaching of students. Many college students have a good command of moral education knowledge, but due to the lack of corresponding practice, they tend to have a low focus on experts, which is largely due to the lack of practical moral education for college students.

2.3. There is A Disconnect between Knowledge and Practice in Moral Education in Colleges and Universities

In the education of students, colleges and universities in China pay more attention to the infusion of knowledge, but ignore the education of students' behavior, so many students in China have a very full grasp of moral education knowledge, but when they really need to practice the quality of moral education, they are unsatisfactory.

3. The Main Cause of the Problems in the Practice of Moral Education in Colleges and Universities

3.1. Higher Education is Greatly Influenced by the Traditional Educational Thoughts

In the process of education for students, colleges and universities in our country are greatly influenced by the traditional education ideas. There is a very obvious examination oriented education color in the teaching content, teaching methods and teaching objectives. The moral education function of school education has been greatly weakened. With the rapid development of socialist market economy in China, many students' value orientation tends to utilitarian. Since the implementation of reform and opening up in China, the country has implemented the development goal of focusing on economic construction, and its personal interests have been respected unprecedentedly. When people are faced with the choice between justice and profit, they tend to put profit first. In a short period of time, the moral education of the school to the students is difficult to

achieve obvious results, so it leads to the loss of the social environment in which moral education is valued.

3.2. Lack of Strict Moral Education Evaluation Standards and Scientific Education Methods in Colleges and Universities

At present, China has not established a perfect evaluation system of moral education, so people generally think that moral education is just a loud slogan, it is difficult to evaluate moral education quantitatively, which is also the main reason for the marginalization of moral education in Colleges and universities. Influenced by the traditional way of education, it is difficult for colleges and universities to achieve a good effect of moral education by adopting the same or similar teaching methods as other subjects. At the same time, the practice teaching of moral education in many schools does not have enough financial support, which makes it difficult for the practice teaching of moral education to go on smoothly.

3.3. The School Does Not Fully Respect the Main Position of Students

When many colleges and universities carry out moral education for students, they still regard teachers as the main body of teaching, do not respect the main position of students, do not carry out teaching according to the needs of students, it is easy for students to have antipathy, and gradually make students lose interest in moral education. Moral education in Colleges and universities is an important means to cultivate students' humanistic spirit and shape students' moral quality, but at present, moral education in Colleges and universities has become a non humanistic education, which will cause great obstacles to the healthy development of moral education in Colleges and universities.

4. The Enlightenment of Kohlberg's Practice Strategy of Moral Education to the Practice of Moral Education in Colleges and Universities in China

4.1. Scientific Goal of Moral Education

When cultivating students' morality, as far as the traditional goal of moral education is concerned, the school attaches great importance to the shaping of students' moral cognition. Students only passively accept relevant knowledge in the moral education classroom, and the practical significance of moral education for students is limited in the cognitive level. Kohlberg is very opposed to this kind of education. He believes that indoctrination is not the right way to impart knowledge to students, let alone a way of moral education. In order to achieve the goal of moral education, colleges and universities should not only respect students' moral knowledge learning with the development of students in moral education practice as the main purpose, but also try to cultivate students' moral judgment ability, so that the development of moral judgment is highly consistent with their main behavior, so as to promote students' better development in moral education practice.

4.2. Improve the Content of Moral Education According to the Level and Sequence of Students' Development

In Kohlberg's view, the moral dilemma story discussion method has a certain role in promoting the development of thinking ability of moral behavior subject. This method provides moral reasoning as a way of judgment and cognition to moral behavior subjects, and helps them to build a moral thinking mode higher than the current level of moral cognition and moral judgment ability development. In view of this, the moral education in Colleges and universities should arrange the corresponding moral education content reasonably according to the moral stage of students, so as to promote the moral level of students to a higher stage. At the same time, it is necessary to introduce moral discussion into the classroom activities of moral education, so that students can pay more attention to the real moral problems in moral discussion, so as to improve their moral judgment ability

4.3. Improve the Effectiveness of Moral Education

4.3.1. Pay Attention to the Subjectivity of the Object of Moral Education

In the process of moral education for students, Kohlberg believes that the educatee should be the main body of classroom discussion. In the classroom discussion, he should freely express his views and opinions on his own understanding and judgment of morality, and selectively accept the guidance of teachers in moral education, effectively absorb the moral education content in line with his own development, so that students can learn and recognize morality. The subjectivity and participation are fully reflected. Therefore, in the process of students' moral education, colleges and universities should actively guide and provide moral situations for the educated, encourage the educated to actively participate in moral discussion and practice, make full use of the participation mode of moral subject to reflect the participation and subjectivity of moral subject in moral education classroom, and enable the educated to apply the moral cognition and moral judgment obtained from moral education classroom to specific morality In practice.

4.3.2. Highlighting the Individuality of Moral Subject

In Kohlberg's study of moral education theory, only when moral judgment is higher than the development level of the current moral cognition stage of the educated, will it be assimilated by the behavior subject. Therefore, in the new practice of moral education, it is necessary to take the promotion of the overall and harmonious development of the educatee's personality as the training objective, so that the distribution and planning of moral education content can face each behavior subject, respect the individualized development of the educatee, and divide the moral education into different education stages and levels based on their individual differences and their development ability of accepting moral cognition and moral judgment level At the educational level, we should carry out the content of moral education.

4.3.3. Create A Good Atmosphere of Moral Education

Moral education in Colleges and universities cannot be separated from the shaping of a good moral education environment. Colleges and universities should give full play to the power of campus groups, use school groups to organize a variety of moral education practice activities for students, and encourage students to express their opinions and opinions in the process of activity participation, actively make democratic decisions. In addition, in the actual classroom teaching, teachers should pay attention to enhance the personal charm, be the moral model of students, and penetrate their own charm into students' thinking and behavior.

4.3.4. Attach Importance to the Practicality of Moral Education

In the process of moral education for students, colleges and universities can learn from Kohlberg's moral dilemma discussion strategy, and pay attention to the practicality of students' moral education activities. In the actual moral education class, the teacher puts forward the moral dilemma according to the content of moral education, and then returns the class to the students for discussion. In the process of students' discussion, they can discuss with the actors who are higher than their own moral level, which leads to cognitive conflict. The teacher should guide the students according to their cognitive conflicts, and intervene in the students in morality at the right time. On this basis, under the guidance of teachers, students will combine their own moral judgment level and ability to actively construct moral cognition.

4.4. Change Moral Workers' Attitude

With the development of politics, economy and culture, as well as the progress of information science and technology, moral education teachers are required to change their roles and give full play to their moral role. An excellent moral education teacher should set an example to help students to strengthen their faith. In the information age, moral personnel should find out more teaching methods and methods, constantly enrich and update their knowledge reserves, take

students as the main body of moral education, and apply the comprehensive knowledge of sociology, psychology and pedagogy to strengthen students' moral education.

4.5. Change Traditional Education Methods

When carrying out moral education for students, colleges and universities should also lead students to actively participate in extracurricular activities, change traditional education methods, and increase students' social practice activities. For example, Harvard University in the United States regularly organizes graduate students to go to nursing homes for compulsory education every year, and many universities in Japan allow students to experience life in places with difficult conditions. In addition, colleges and universities should also organize students, lawyers, police and other exchanges, and regularly organize students to attend the court. But at present, there are still many problems in the practice of moral education in Colleges and universities in our country. It is required that colleges and universities constantly summarize their moral work experience, combine the actual teaching situation of colleges and universities, and give full play to the function of moral education.

5. Conclusion

The development of modern society has brought great challenges to the ideological education of college students, and Kohlberg's moral development theory, a famous American educator, provides a theoretical reference for the development of moral education practice in Colleges and universities. When carrying out moral education for students, colleges and universities should strengthen the practice of moral education, pay full attention to the moral development level and moral judgment ability of students, provide effective and feasible moral development mode for the educated, and promote the rapid improvement of the moral level of the educated.

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