

Moral Education in Universities Under the Context of "Internet Plus"



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Abstract: In the current era of rapid Internet development, "Internet + traditional industries" create a new development ecology. In college moral education teaching, the Internet has brought new opportunities to college moral education teaching, but it has also had a significant impact. Numerous studies have been conducted on moral education in colleges and universities within the context of the new "Internet+" model. However, the outcomes have been unsatisfactory. To solve the current opportunities and difficulties faced by the development of (TDO) moral education (ME) in colleges and universities (CAU), this paper uses questionnaires to understand the current situation of teaching and management of college ME courses under the "Internet +" era and analyzes TDO college ME in the "Internet +" era. Based on the current situation and this basis, how to innovate the current ME in colleges and universities in the "Internet +" era. Using the method of this article, strengthening ME in CAU needs to establish a new type of teacher-student relationship, improve the comprehensive quality of teachers, improve classroom efficiency, give full play to the enthusiasm of students in class, and enable students to get all-round development.

Keywords: "Internet +"; Moral Education; Comprehensive Quality; Classroom Efficiency

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1 Introduction

As a medium for disseminating information, the Internet has penetrated all areas of college students' (CS) study and life and has become one of the indispensable main learning tools for college students. The "Internet +" model uses the Internet to rapidly disseminate information, injecting new vitality into TDO's traditional industries, including the reform of educational development models. The research and discussion on the ME work of college students under the Background of (TBO) "Internet +" is of great significance to further strengthen and improve the ME work of college students.

Under TBO, the new "Internet +" model, the research results on ME in colleges and universities have been numerous, but it is still necessary to continue in-depth

research to explore a model suitable for college students. For example, some scholars have conducted practical discussions on the teaching methods of ME and believe that the development of ME needs to adjust teaching methods, supplement new teaching content, change teaching concepts, connect classrooms with students' actual lives, and allow students to participate in ME. Classroom teaching mobilizes the students' enthusiasm, strives to complete the teaching, and allows the students to complete the learning of ME in the participation process [1, 2]. Zhao Y believes that the moral education model refers to the tendency of ME subjects (individual or collective teachers) to unconsciously use specific moral education methods in

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the process of using ME methods and their combined application. The main problem of contemporary Chinese ME is the lack of cultural guidance. Only by examining one's shortcomings from the perspective of culture can ME have new vitality and a deep understanding of the various phenomena of moral education [3]. Although the research results are relatively affluent now, in-depth research is still needed to improve our country's education level.

This article collects, sorts out, and analyzes the relevant literature on college students' ME under TBO "Internet+", analyzes the influencing factors based on theoretical analysis, and points out TBO as the new model of "Internet+". Under the factors that influence CAU's innovative ME, study the influence of "Internet +" on college ME and teaching, and give countermeasures.

2 Related Theories of Moral Education for College Students Under TBO "Internet +"

2.1 The Characteristics of Moral Education for College Students Under the Background of "Internet +"

2.1.1 Timeliness

The proposal and development of "Internet+" reflects the progress of technological innovation and reflects that it is a course of interaction and integration of new media technologies with various fields of society. CAU should grasp the interaction process between new network technology achievements and social, economic, cultural, and other fields under the Background of "Internet +" and take it as the basis for the research and practice of college students' ME.

2.1.2 Cross Border Integration

"+" itself is a manifestation of cross-border, change, openness and integration. The moral education of college students has been further developed under its promotion. At the same time, it also urges the main body of moral education to constantly strengthen their professional knowledge and the learning of network knowledge and skills to apply the learned new network technology to the work of Moral Education [4, 5]. Moral educators in colleges and universities can also effectively communicate

with students with the help of network communication platforms to understand and master the ideological and psychological changes of college students, timely solve the existing problems, or prevent possible problems to promote the smooth progress of moral education of college students.

2.1.3 Practicality

The formation of college students' ideological qualities and future development will be affected by social cognition, emotional expression, and behavioral styles formed in practice, which puts higher requirements for moral education educators. In other words, moral educators must understand that as netizens, college students possess virtual engagement traits and utilize online interactive platforms to actively and efficiently guide cyber society. Any practice needs to achieve the unity of theory and reality, and the ME of CS under TBO "Internet +" is no exception as a practical activity, and it must also be promoted to achieve the unity of virtuality and reality.

2.1.4 Sociality

Under TBO "Internet +", the moral education work of CS involves the production of excellent network culture, the promotion of advanced information, the construction of online spiritual homes, and the improvement of citizens' network literacy. Creating a conducive network culture, fostering an institutional environment, and ensuring the preservation of national information security are among the crucial aspects to focus on. The field is a major social project. Under TBO "Internet +", college students' ME must not only do an excellent job of nurturing CS with an open vision but also guide college students' social behavior, sing the central theme of online ideology and culture, advocate socialist core values, and promote social righteousness. The realization of the great rejuvenation of the Chinese nation provides a powerful ideological guarantee. These are the social responsibilities of college moral education [6, 7].

2.2 The Status Quo of Moral Education for College Students

2.2.1 Insufficient Attention Is Paid to the Curriculum, and the School's Moral Education Is Utilitarian

Moral education is the concept of cultivating people,

but the concept of correcting life attitudes and establishing correct values has gradually been eliminated. Both schools and students marginalize the ME curriculum. There are many part-time teachers and non-academic professional teachers in moral education courses. It is true that moral education is essential for maintaining the overall quality of students and should be given sufficient attention. Moral education in CAU embodies the utilitarian tendency: analyzed from the perspective of moral education goals, the goals of ME in schools are formulated based on social needs, that is, "whatever society needs, moral education will do what the society needs." When analyzing the form of moral education, some people think that the form of school moral education is a "content-centered form", and many colleges and universities compulsorily teach these students corresponding moral education standards [8, 9].

2.2.2 The Teaching Methods of Teachers Are Single

Today, with the maturity of the Internet, most moral education teachers still use a single teaching method. They unthinkingly follow the trend in moral education classes, and there is no case discussion. Moral education teachers are not very attractive in teaching skills. On the premise that Internet technology has matured, some teachers in Colleges and universities still do not use information technology teaching means, and the vast majority do not use information technology teaching means [10]. In addition, college teachers generally have low comprehensive quality, unscientific age structure, poor knowledge reserve, imperfect knowledge structure, low professional ability, low scientific research level, lack of innovative knowledge, etc. Students feel that teachers read according to books in class, so they will not continue to listen, even play mobile phones, or sleep directly, and there is no interaction between teachers and students in class. It makes the teaching activities inadequate. Teachers and students are no longer the core of the classroom; there is a lack of class atmosphere, and the whole course is separated from the teaching purpose.

2.2.3 Students' Learning Motivation Is Insufficient

College students are almost all grown-ups, and their thinking is no longer limited, so situations are generally

difficult to manage. Because college students have relatively free time and no learning goals, the lack of listening to lectures leads to a weak foundation, the surrounding learning atmosphere is weak, and students do not develop good learning habits, directly causing most students to be uninterested in learning and fail to overcome difficulties Willpower. In the moral education class, doing things unrelated to the class, such as running a run, playing games, and chatting, although the teacher will warn the students, they ignore them, go their way, and some even conflict with the teacher. Whether it is in learning behavior or etiquette, college students need further improvement. Improving these qualities has a positive effect on the smooth progress of ME.

2.2.4 Moral Education Lacks an Evaluation and Management System

Due to the lack of clear understanding of the positioning point of the evaluation of ME in CAU, the evaluation standards in many CAU in our country are still based on the past "qualitative and quantitative" [11], and teachers' scientific research results are their only quantitative evaluation standards. This method of evaluating educators through both the evaluation of university management and the evaluation of students has caused teachers to not play the function and role of teaching evaluation in promoting and improving teaching. This is unsuitable for the Background of "Internet +" Under the new requirements of ME for college students [12]. Therefore, the teaching evaluation system of ME in CAU must clarify the evaluation goals and continuously improve the teaching evaluation system.

2.3 Transaction Clustering Algorithm

There are many personalized clustering algorithms. The transaction clustering algorithm proposed in 2000 is the most representative. It uses cluster analysis methods to perform cluster analysis on data. In the pattern extraction stage, clustering algorithms are used to obtain different transaction clusters. The browsing patterns among users in the same transaction cluster are as similar as possible, and for a given transaction, the browsing patterns among users in different transaction clusters are as different as possible. Given the calculation method of cluster c and the significance threshold the usage characteristics of the overall utility transaction cluster can be determined, as follows:

$$Match(S, C) = \frac{\sum_N (w_n^c * s_n)}{\sqrt{\sum_N (s_n)^2 * \sum_N (w_n^c)^2}} \quad (1)$$

Among them, S represents the user downloading resources, C represents the overall usage characteristics, w represents the weight, and n represents the overall quantity. The minimum matching degree threshold is t . If c is used as a matching cluster of the downloaded resources, if and only if $match(s, c) \geq t$, when the matching degree of the downloaded resource is calculated, the user can be recommended to Match the resource links in the cluster.

To calculate the recommendation coefficient $Rec(S, p)$ of the resource p , consider the physical link distance between the resource and the currently downloaded resource s and the matching degree of the resource in the cluster. Given a cluster c and downloaded resources, the recommended coefficient for a resource in the cluster is:

$$Rec(S, p) = \sqrt{weight(p, C) * match(s, c)} \quad (2)$$

All resources with a recommendation coefficient greater than or equal to the minimum recommendation threshold in each cluster constitute the recommendation set of the currently downloaded resources, and the recommendation coefficient sorts all resource links in the recommendation set [13].

3 Experimental Research on College Moral Education

3.1 Research Purpose

By analyzing the status quo of ME in CAU, describing the influence and role of the Internet on ME in CAU, summarizing the current problems in ME in CAU, and proposing measures and methods to use the Internet to promote ME in CAU.

3.2 Research Methods

This article adopts the literature method and questionnaire survey method to search and retrieve the current moral education characteristics of college students at home and abroad through the Internet, analyze relevant research data, and design a questionnaire based on the status of CS' network usage, and analyze the status quo of college moral education teaching and college students' access to the Internet.

3.3 Data Collection

This time 500 questionnaires were distributed, 487 were recovered, and 475 were valid questionnaires, with an effective rate of 95%.

4 Investigation and Analysis of Moral Education under the "Internet +"

4.1 Purpose of Using the Internet by College Students

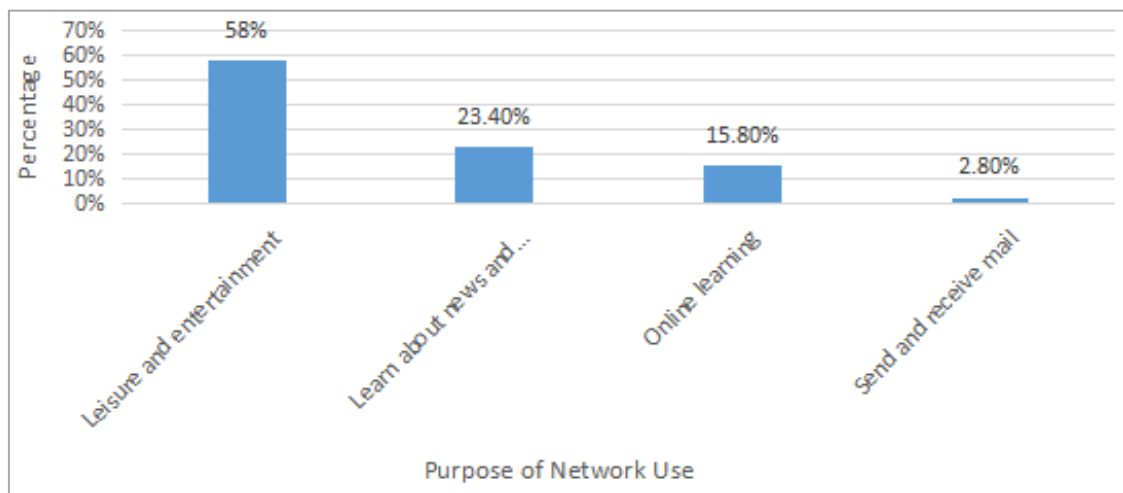


Figure 1 Purpose of using the Internet by college students

The survey shown in Figure 1 shows that 58% of college students choose to use online entertainment, indicating that more CS use online entertainment. 25.7% of college students know news and news, while only 19.3% of college students choose to Learn. This shows that college students are more interested in gamification and entertainment. Although the school has installed an electronic whiteboard, it is not used and has good results. Students are not interested in the existing moral education classroom learning [14]. This repulsive mentality directly leads to poor moral education.

4.2 The Basic Composition of Moral Education Teachers

Table 1 Distribution of Moral Education Teachers

Project	Project1	Project2
Gender	24.6%	75.4%
Education	17.8%	82.2%
Professional	31.5%	68.5%
Classroom situation	79.2%	20.8%

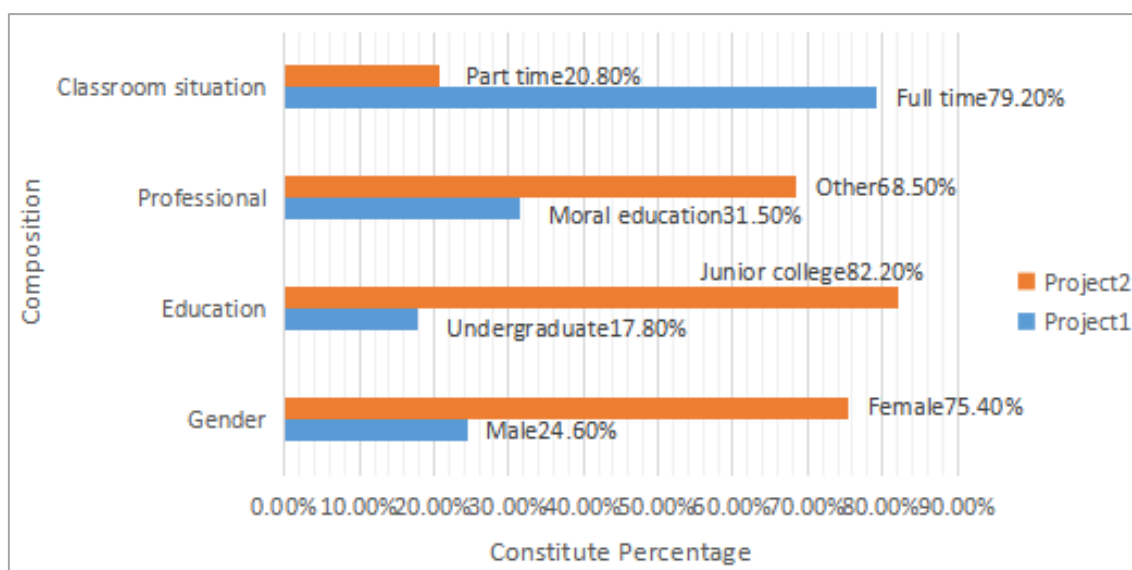


Figure 2 Statistics table of moral education teachers

As shown in Table 1 and Figure 2, among the current moral education teachers, female teachers account for 75.4%, and male teachers account for 24.6%. The educational level of moral education teachers is undergraduate, accounting for 17.8%, and college education accounts for 82.2%, of which 31.5% are majoring in moral education. At present, there are no moral education teachers with graduate education. The professional titles are mainly middle and senior, with 79.2% full-time moral education teachers and 20.8% part-time moral education teachers.

5 Conclusions

In the "Internet +" context, the network environment is more open and accessible. At present, post-00s CS are the main body of college student management. As essential participants in network culture, they have greatly

enhanced their initiative and selectivity. To build an advanced network culture that adapts to the "Internet +" era, depending on the active participation of CS. CAU uses the network terrace to hold some interesting educational and teaching activities so that CS can participate and communicate actively [15]. In addition, starting from the actual needs of students, break the traditional teaching system, innovate the moral education mode, and make education more dynamic and suitable for contemporary learning mode.

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