

# Reform and Innovation of Higher Ethics Education in the Background of Globalization

SHI Yaling<sup>[a],\*</sup>

<sup>[a]</sup>School of Marxism, Beijing Normal University, Beijing, China.  
\* Corresponding author.

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## Abstract

Along with globalization, drastic collisions and conflicts happen between Chinese and western culture, which faces the higher ethics education new challenge and provide the reform and innovation of higher ethics education new opportunities of development. The aim at identifying the cultural background of higher ethics education, that is globalization, and explore the problems in the development of higher ethics education in new era, is to make a plan of cultural philosophy for modern development of higher ethics education and finalize the focus on reform and innovation of higher ethics education.

**Key words:** Higher ethics education; Reform and innovation; Globalization

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## INTRODUCTION

In 21<sup>st</sup> century, China has been involved into the tide of globalization, and the background of culture globalization and the prosper and development of network culture, higher ethics education has stepped into a phase of reform and development. In this phase, higher ethics education has achieved significantly effective development and reform in philosophy, aim, context, method, evaluation and etc. and the development level of higher ethics education has reached a brand new level. In this new era, the interweaving and inter-colliding background of Chinese

and western culture faces the higher ethics education new challenge of development and provide new developmental opportunities for reform and innovation for higher ethics education as well.

## 1. CULTURAL CIRCUMSTANCES OF HIGHER ETHICS EDUCATION IN THE BACKGROUND OF GLOBALIZATION

With the progress of economic globalization, Chinese and western culture conflict and collide with each other, which face the Chinese higher ethics education new cultural background.

### 1.1 Quick Moving Forward of Cultural Globalization

Accompanying with the progress of economic globalization, international cultural communication has been increasingly strengthened, which prompting a closer connection between nations and the promotion and popularization of lots of cultural values and principles shared around the world, resulting in cultural globalization. Indeed, there are many advantages for the development of higher ethics education brought by this cultural globalization. On one hand, cultural globalization strengthens cultural communication between nations, which is beneficial for expanding the international eyesight of the development of national education and promoting the selection and creation of culture; on the other hand, the conflict and contest between traditional and modern culture incurred by cultural globalization, drive the foundation of new cultural values and mode. In the progress of cultural globalization, west-centric values and culture system rapidly expanded around the world through various methods, leading to vast striking and impact on thinking and behavior habits and lifestyle of college student and facing the higher ethics education tremendous challenge. In the 21<sup>st</sup> century, every

country encounters the contradiction between the rapid development of material culture and low level of civilian morals and ethics. To resolve this contradiction, the most important thing shall be strengthening higher ethical education. Deng Xiaoping once firmly pointed out, the material and spiritual culture should be developed together in coordination. Higher ethics education in 21<sup>st</sup> century is facing new cultural circumstances, thus the sense of duty and urgency on reform and development of ethic education should be raised. Its aim and context of education development shall reflect the requirement of national and social development and contemporary character, and prompt the education of morals, ethics, and values on college students being generally accepted.

### **1.2 Sharply Rising of Internet Culture Relying on Modern Science and Technology**

Stepping into 21<sup>st</sup> century, internet sharply rises in China, which creates a firm foundation for the development of internet culture. Internet culture is a new cultural form when culture of some kind develops into a particular phase and an important part of the ecosystem of ethics education, to some extent deeply influencing the achievement of the aims of higher ethics education. The development of internet culture brings new opportunities and challenge for the reform of higher ethics education. For one thing, internet culture, through its rich knowledge resource and flexible and rapid transmission, improves the attraction and efficiency of higher ethics education and bring new chance for the development of higher ethics education. For the other thing, internet culture comes from wide resources, increasing the difficulties of identifying the true or false for college students. For instance, these heresy organizations as Falungong aim of publicity of false ideas and the achievement of mental control on humans utilizing the virtualization of internet and universality of transmission. In addition, with the transmission and permeating of western values on the internet, these countries creating enormous information dominate information resources using their cultural hegemony, which generates bad influence on the spiritual health of college students and brings severe challenge for the development of higher ethics education. For example, some countries use the character of internet information transmitting beyond regions to sell the culture of their own, export their political ideas and values system etc., and try their best to diminish the diversity of global culture and create “universal value”. In the face of opportunities and challenge on higher ethics education brought by internet culture, strengthening the construction of internet culture, and perfection and improving higher ethics education are the vital issue requiring urgent resolution for the development of higher ethics education in this new era.

## **2. THE DILEMMA OF DEVELOPMENT OF HIGHER ETHICS EDUCATION IN THE BACKGROUND OF GLOBALIZATION**

With the progress of implementing reform and open policy and modern construction of socialism, Chinese cultural career has stepped into a new development phase. In this new cultural background, the higher ethics education is in face of series of dilemmas: the deviation existing in the ideas of higher ethics education, the shortage of hierarchy, integrality and pertinence in the context of higher ethics education, and these problems in the construction of higher ethics education providers.

### **2.1 The Deviation Existing in the Ideas of Higher Ethics Education**

The final value aim of higher ethics education is to develop an ideal system involving democracy, fairness and harmony, otherwise still existing deviations as to now. First, the inclination of pan-politicalization exists in the ideas of higher ethics education. For the long run, ideological and political education in theory is in a dominant position in higher education, which is mainly shown as that ideological and political education is used to be understood as ideological work purely and exclusively implemented by the organization and cadres of C.C.P. The reason why traditional ideological and political education is weak, virtual and void in our mind, could not exclude the inclination of pan-politicalization in the ideas of higher ethics education. Second, there is a phenomenon of eager for quick success and instant benefits in the construction of higher ethics education. Higher ethics education mainly focuses on meeting the specific requirement of social development on function ideas and practice of ethic education instead of concentrating on students-oriented education practice. Third, higher ethics education is independent of quality education. The higher ethics education and quality education did not correspond to each other very well, which is mainly shown as following: On the one hand, higher ethics education lack of vitality. Currently, the main channels of higher ethics education are theory course, political course etc.. Otherwise, due to the paradox of theory education and students’ life practice, the guides and principles of moral behavior are not been implemented very well in the real life of students. On the other hand, the function of higher ethics education is not been fully developed. Some students cultivated by college behave as with talent yet without morals, or without neither talent nor morals, which exhibited the urgency of promoting the comprehensive quality of college students.

### **2.2 The Shortage of Hierarchy, Integrality and Pertinence in the Context of Higher Ethics Education**

The content of higher ethics education is the concrete embodiment of its target. Whether the context is scientific

and comprehensive or not directly determines the achievement of higher ethics education. The content of higher ethics education includes not only political theory education, ethics education and psychological health education, but also legal education. In the implementation of higher ethics education, if the educator lays more emphasis on the part of or randomly make selection on the context of higher ethics education, the context and system of higher ethics education will be unreasonable. First, the context of higher ethics education will lack hierarchy. The hierarchy of education context refers to that in the implement of education, the educator should start from the educatee's reality, consider the different conditions of different student, differentiate to make and implement the context in order to improve the effect of higher ethics education. Second, the context of higher ethics education will lack integrality. It means that the elements of higher ethics education context didn't advance in coordination together and form an organic system with excellent function. For example, overly emphasizing the political nature of higher ethics education context is an important manifestation of lack integrity. Third, the context of higher ethics education lacks pertinence. In developing and implementing education context, these contexts and elements with less importance are not set in a secondary position, meanwhile, these contexts and elements with more importance not in a prior position, leading to the lack of pertinence.

### **2.3 These Problems in the Construction of Higher Ethics Education Team**

The quality and level of the construction of higher ethics education team are directly related to the effectiveness of higher ethics education. The report of Chinese Ministry of Education about the construction of college consoler team in 2006 pointed out, the ideological and political education in college includes two main aspects, that are theory education and ordinary education on ideology and politics. The former one is the main channel while the later one is the main field, and both of them are interdependent and supplementary (Zhou, 2006). Therefore, the main work of higher ethics education could be divided into two parts, that is, the teaching of theory course of ideological and political education and the management of college consolders. However, there are lots of problems and unreasonable structures currently existing, no matter in theory course teaching team of ideological and political education, or the consoler team in college. On the one hand, theory course teaching team of ideological and political education is the important part of college teaching team, and its quality and skills directly influence the nature and direction of main channel teaching and determine the extent of implementation and accomplishment of achieving the aim of higher ethics education. In all, the majority of teachers in this filed is of high political qualification in their mind, of extremely

strong sense of responsibility and dedication of career, and able to devote themselves into and make contribution to the national education career. On the other hand, college consolders are the organizer and implementer of ordinary ideological and political education on campus and the backbone of ideological and political education for college students. Otherwise, in the practice of higher ethics education, the work of consolders is not effective. And the key reason is mistaken positioning of the role of college consolders. Due to the unfulfilled understanding of the importance of ideological and political education, the role of college consolders is not positioned correctly, resulting in the bad stability, overall low qualification of consoler team and the urgency of improving status of consoler team etc. in the construction of college consoler team.

## **3. THE REFORM AND INNOVATION OF HIGHER ETHICS EDUCATION IN THE BACKGROUND OF GLOBALIZATION**

In the background of globalization, C.C.P. and China aim at fully construct a well-off society and build a harmonious socialist society, attach high importance on the development of higher ethics education. In this new era, actively exploring the way of reform and innovation of higher ethics education is the significant issue in front of modern development of higher ethics education.

### **3.1 Establish the Developmental Ideas of People-Oriented Higher Ethics Education**

Man's all-round development theory is the top topic of Marxist theoretical system. The concept of man's all-round development internally put forward the transfer dimension of ethic education in colleges in the new era and the necessity of establishing students-oriented ideas of education, and promoting the return of ethic education in colleges to its nature. With the development of Chinese society, people-oriented ideas have become a shared value by all social class. Setting up the people-oriented developmental philosophy is also the realistic demands for development of higher ethics education. In this new era, C.C.P. and national leadership have issued the general principle of the higher ethics education work and a series of specific policies, laying the foundation for the concept update of higher ethics education. On August 26, 2004, the central committee of the C.C.P. issued *The Recommendation on Further Strengthening and Improving Ideological and Political Education in College*, which is the general principle of development of higher ethics education and embodies the concept of higher ethics education in this new era. Jiang zemin, the former chairman of China, also emphasized the importance of promoting person's full scale development. He pointed out on July 1 speech that the man's all-round development

shall be the essential requirement for the construction of new socialist society and shall be integrated with social development to promote the development of each other (Jiang, 2002). People-oriented concept of higher ethics education is mainly reflected in two aspects. One is in the design level of higher ethics education, to interpret the people-oriented education idea by the reform of goal, context and methods of higher ethics education. The other is in the practice level of higher ethics education, which is to respect the fulfillment of students' subjectivity, to inspire students' enthusiasm and initiative, and to implement people-oriented developmental concept by the interaction of teachers and students and humanistic concern.

### **3.2 Found Scientific Aim for Higher Ethics Education**

In the background of globalization, the cultivation of the talents and the improvement of talent quality are the core of competition around the world in 21st century. Paying attention to the development of people is the higher requirement of this era set on higher ethics education. According to the spirit of the file and speech of central committee of C.C.P., the goal of higher ethics education also experiences evolution in different periods. From the original 'communist and professional' requirement for the cultivation of new people 'with ideal, morals, knowledge, and discipline', all reflect the goal orientation and value direction of higher ethics education in the construction of socialist modernization in China. Entering the 21st century, central leadership group represented by Jiang Zemin pays more attention to the development of aim of higher ethics education and put forward overall requirements and hope on the development of college students. In 1998, Jiang Zemin proposed the requirements for college students named "four unities". In 2001, to celebrate the 90th anniversary of the Tsinghua university, Jiang Zemin raised "five hopes" for college students, namely hope college students to be the man with long-term ideal and the enthusiasm of loving motherland, to be the man aspiring to pursue the truth and with courage to innovate, to be the man with both morals and talent and of comprehensively developed, to be the man with open horizon and broad mind, to be the man of unified between thinking and practice and practical to feet on the ground (*The Speech of Comrade Jiang Zemin*, para.5, 2001). From these words, it could be seen that the expression of goals of higher ethics education has desalinated the imprint of politics more and more. The aim has converted from the initial political demands of serving for socialist modernization into a guide for education. In the new era, the determination of goals of higher ethics education highlights the concern on individual value. The development of society will ultimately rest on the realization of individual value. The higher ethics education set out from people's subjectivity to improve

people's cultural quality and moral quality, fully develops the quality of college students, helping them find the fitting point and orient more accurately between the individuals and communities, society, nature.

### **3.3 Achieve the Theory Integration of Higher Ethics Education**

In the background of globalization, the context of higher ethics of education shall present the characteristics of comprehensive development and diversification. Based on the spirit of speech and ideological theory of C.C.P. and national leadership, ideological and political education in colleges and universities should clarify work direction and enrich the contexts of ethic education. *The Recommendations* in 2004 put forward, the ideological and political education for college students should set the ideal and faith education as the core, the patriotic education as the emphasis, basic code of ethics as the basis, and all-round development of college students as the goal, to provide the macro guidance for clearing the task and context of the ideological and political education for college students in this new era. The first is ideal and faith education. To strengthen ideal and faith education for college students is to intensify the "getting into course, textbook and mind" work on Deng Xiaoping theory and the important thoughts of 'three representations', letting college students understand and master the theoretical essence and spiritual nature, firmly devote into the great practice of socialist modernization. The second is the patriotism education. Patriotism education is an important content of higher ethics education. Strengthening patriotism education and cultivating the national spirit are the key of for the existence and development of China. The third is the citizen ethic education. Attaching great importance to ethic education and improving our own quality are the eminent tradition of Chinese nation. With the progress of reform and openness policy and the construction of socialist modernization, the contradiction appears between the rapid development of material level and the low level of spirit quality of citizenship, which is the major subject needing to be solved immediately in higher ethics education. The fourth is quality education. Quality education, as its name suggests, is a kind of education aiming at training college student all aspects of quality. Since 1990s, quality education has been included in the target system of higher ethics education. Quality education is to develop a man's quality of thought and ethics, psychological quality etc. Along with the development of this era, the context and scope of quality education also needs to be expanded and enriched constantly.

### **3.4 Fulfill the Method Transfer of Higher Ethics Education to Democracy, Interaction and Openness**

The development of higher ethics education deepens the ethics education system in theory and create new

position and innovate new ways in practice. In the new development stage of reform and innovation of higher ethics education, teaching methods should be more democratic, interactive and open. First, actively develop the network ideological and political education. Network ideological and political education is the social activity which takes the Marxism theory as the guiding ideology, the network as the medium, and aims at cultivating and improving student's ideological and political quality. The openness, interactivity, convenience and diversity of network can effectively make ideological and political education much more targeted, time-efficient and attractive. Second, strengthen student's psychological counseling. Under the background of globalization, higher ethics education is facing the challenges come from the global expansion of culture, pluralistic culture thoughts and values. Contemporary college students are being in the period of forming of the outlook and values on life, their physiological and psychological situation is worried in facing the profound changes of the social situation. Especially, the psychological barrier is on the rise. Handling in the student's mental health education is an important context of higher ethics education. Third, strengthen ideological and political education on campus. With the reform of higher ethics education, campus has begun to be an important place for college students' study and life, and the important front for the ideological and political education. Comply with the requirements of social and education modernization, strengthening ideological and political education on campus gradually, innovating and exploring new method could be the new battle-field and place of the development of higher ethics education.

### **3.5 Create a Teaching Team of Higher Ethics Education Combined Professional and Part-Time Workers**

In early 1995, *The Chinese Ordinary Higher Ethics Education Outline (Trial Version)* pointed out that all colleges should strengthen and improve the construction of full-time teaching team of higher ethics education to cultivate and bring out a group of outstanding experts and professors. For a better implementation of the spirit of *The Recommendation on Further Strengthening*

*and Improving Ideological and Political Education* the Central Committee of the Communist Party of China had made, the General Office of the Ministry of Education issued *The Notice on Special Plan Recruit 'Teachers of Political Theory study for a Doctorate on-the-job in Marxism Theory'*. In recent years, in order to promote the construction of counselor team, some universities across the country successively carry out the system that university counselor can register for examination and study for a Doctorate on-the-job major in ideological and political education. With the help of the channels that university counselors could work on Ph.D., their theoretical foundation and professional knowledge could be consolidated, leading to develop and cultivate a teaching team with firm political stand, excellent business, highly disciplined and decent style. The implementation of the measure is of great theoretical and practical value to promote the process of worker professionalization and the implementation of ideological and political education.

With the development of modernization, China has gradually stepped into the wave of globalization. Under the background of globalization, to review the development process and circumstances of higher ethics education and deepen the study of basic theory and the law of higher ethics education since Reform and Opening-up policy is inherently involved in the inheritance and innovation of the higher ethics education.

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