

# The Influence of Internet on the Ideological and Moral Education of Pupils

Zeyan Geng

Education Science College, Heihe University, 1 Xueyuan Road, Heihe, China

**Keyword:** internet; moral education; survey; rapier

**Abstract:** With the popularization of computers, networking craze has poured into the campus, the students attracted great interest and active participation. Internet culture makes us see the impact on young people moral character can not be ignored. This paper-based questionnaire survey, supplemented by interviews to investigate the Longgang elementary school students the basic situation of the Internet and network on the primary character of the specific circumstances of the formation. Students found the Internet trend has been formed. At the same time, the network character formation of students both positive, including the students broaden their horizon and expand communication and enhance self-confidence. Also has a negative side. Such as: prejudice to the development of primary mental health, reduce primary moral sense. In this context, the school's moral education takes on a new feature of the network challenges facing the urgent need for countermeasures.

## 1. Introduction

As a convenient means of communication, the network has far more influence than any traditional means of education, and it has an inestimable impact on school education. This kind of influence has both positive and negative aspects, and the influence on the ideological and moral education of primary school students is particularly prominent. Primary school students are young and lack social experience, and they lack the ability to distinguish various social phenomena. However, they are highly imitative and curious, and they lack the ability to distinguish between right and wrong for things happening around them. They often absorb them in an all-round way, good or bad. Therefore, good moral education cannot be ignored for primary school students.

The purpose of this research is to conduct research and analysis on the specific situation of the influence of network on the ideological and moral education of pupils in Longgang Primary School through visiting, talking with teachers and students, issuing questionnaires and viewing materials, and putting forward appropriate opinions or suggestions.

## 2. Survey objects and survey methods

### 2.1 Survey objects

Longgang Primary School students in grades 4-5, some parents and related teachers.

### 2.2 Survey methods

#### 2.2.1 Questionnaire survey

The content is mainly the reason for students' extracurricular internet access, whether they can control the time online, their understanding and knowledge of bad information, and the attitude of parents towards their children's internet access. Questionnaire surveyed students in the fourth and fifth grades of the school, a total of 200 questionnaires were distributed, and 190 valid questionnaires were returned, with an effective rate of 95%.

### 2.3 Interview method

The entire survey held two parent meetings, a teacher-student symposium, including the content of students' extracurricular internet access, parents' and teachers' understanding and use of the

internet, parents' attitude towards their children's internet use, etc. The three meetings not only provided a large number of vivid and typical materials, but also laid a foundation for rational analysis.

## **2.4 Analysis of survey results**

After the statistics and analysis of the 190 student questionnaires and the summary of interviews with parents and teachers, I have learned something and found some noteworthy problems.

### **2.4.1 Basic situation**

The students surveyed admitted that they all have internet experience. Among them, 26.3 percent regularly use the internet. The majority of these people are male, accounting for 60%. According to the survey, 100% of students have access to the internet at school. 40% of students often go online because they have computers at home. 10.5% of the students are online at the Internet bar. Through interviews, I learned that the portals that children often use are Tencent, Sohu, Baidu, and 126.com. More than 50% of students go online to play online games and make friends by chatting, only 14.7% use email, and no one said they had full control over the online time.

At the same time, I also learned that only 12.6% of parents do not know what the internet is. Most parents agree that their children should use the internet in a moderate way. Only 5.3% of parents do not limit their children to use the internet at all. Most parents control their children's online time.

According to the survey, most teachers go online almost every day and have more than 4 years of online experience. Only a few old teachers admitted that they rarely surf the internet or never go online.

### **2.4.2 Main aspects of the impact of the network on the moral education of primary school students**

The network is a "Kaleidoscope" and a "virtual encyclopedia". The information is complex and almost all-encompassing. As Jiang Zemin said, "The Internet is open, the information is diverse. There is not only a lot of progressive, healthy and beneficial information, but also a lot of reactionary, superstitious and pornographic content."<sup>[1]</sup> It can be seen that the online content is rich, diverse and open. The ideological culture, ethical concepts, and moral consciousness of various poses are quickly transmitted to primary school students through the internet, which will inevitably affect their choice of ideology and morality.

The network culture has a unique and novel form of expression, full of sound and color, and has a strong vividness and image, which is very popular among primary school students. It can create an active, relaxed and enjoyable educational situation on the screen, making the teaching content lively and interesting, and it is very easy to resonate with the primary school students, so as to maximize their initiative and participation. This kind of educational effect is unmatched by traditional educational means.

## **3. Reflection on the survey findings**

### **3.1 Difficult to distinguish between good and bad**

Primary school students are in the growth and development stage, with insufficient moral cognitive ability, low level of moral judgment and evaluation, and have not formed a solid moral belief. They are easy to be interfered by external factors, and there is still some subjective one-sidedness in understanding and evaluating things. With the integration of global culture on the internet, various kinds of ideological and cultural information abound. When faced with the network information of good and bad, right and wrong, and multiple values coexisting, the primary school students whose cognitive ability is not yet mature are often difficult to make correct judgments and choices, and are easily influenced by the negative things in the network, which may cause physical and mental damage, or even lead them astray. For example, when asked if they know the internet characters Furong Jiejie, Sister Feng and Brother Sharp, many students are very active

in their “deeds” and even imitate their actions on the spot, with full sense of achievement.

### **3.2 Alienation of interpersonal communication**

Internet surfing, online chat, online dating, and listening to music have been widely circulated, and are also regarded as fashionable by primary school students. Many parents said that when children return home from school, they can't wait to go online. They are always worried about the safety of their children when online. They are afraid that their children will be exposed to some bad things, so they limit their online time. At the same time, I also learned that many children like to go to chat rooms and OICQ to chat and make friends. There can be one-on-one or one-to-many chats, which can be handed over to thousands of netizens of different genders, ages and nationalities. The key is that it is also possible to re-determine their identity, property, appearance, gender, growth environment, etc. Obviously, this mode of interpersonal communication is abstract and unstable, which lacks the body language and facial expressions between people, leading to people eventually becoming an appendage of the screen and alienation of interpersonal communication.

### **3.3 Reduced sense of responsibility**

It is because of the virtuality and concealment of the network that students can use any pseudonym to make friends online, publish public opinion, and leave no trace even if they make mistakes, not to worry about apologizing, and have the opportunity to disappear or come back from the internet at any time. Such characteristics encourage their carelessness, bringing the virtual network to reality, and showing a decline in their sense of responsibility in study and life.

### **3.4 Susceptible to mental illness**

With the popularity of the internet, students' learning time and location have also undergone great changes. Distance education has emerged, and students can enjoy the convenient services brought by the network at home. These changes, on the one hand, expand the students' study space and study time; on the other hand, they also bring the problem that cannot be ignored. First of all, the children's dependence on the network is enhanced, and the unique lifestyle makes their psychological confusion unshared, resulting in more and more accumulation. Secondly, the supervision of students in society and schools is further weakened, and the problems they encounter in learning and life cannot be discovered in time, leading to the gradual increase of mental illness caused by the network, such as “network social disorder”, which shows that the more active you are on the network, the more dull you are offline, and you can't normally communicate with people in reality.<sup>[2]</sup> What is even more terrifying is the “Internet Addiction Disorders” (IAD). These patients can have no family in their lives, no relatives, but they cannot live without network. In this survey, some parents said that their children are introverted, and some things are always hidden in their mind. Sometimes parents actively communicate with them but children are not willing to talk more. On the contrary, they are more willing to go online to find net friends to talk or write some web blogs. However, there were no students in the survey who were mentally ill due to the internet.

### **3.5 Provide new ideas for moral education work**

The internet is a double-edged sword. It also provides new ideas while challenging the school's ideological and moral education. The rich network resources will make the school's ideological and moral education colorful. First of all, the traditional elementary school moral ethics education pays more attention to classroom preaching and the influence of campus culture. The popularity of the internet has eliminated the “Berlin Wall” between the school and the society. Students can roam freely in the infinite network world and fully experience various thoughts and information. This has greatly improved the socialization of the ideological and moral education of primary school students, broadened the educational ideas, and helped to eliminate the disconnection between school education and the real society. Secondly, the internet has made the primary school students' ideological and moral education work more flexible. According to the characteristics of virtuality and occultity of the network, students can be guided to express their own real ideas on the internet, communicate and discuss, and use the network as an important channel to understand students'

ideological trends and teacher-student exchanges. Through the new forms of topic discussion, dialogue and chat, the moral education work is more detailed and more efficient. Once again, the internet is an encyclopedia. It surpasses the limitation of time and space, and presents the historical, realistic and even virtual and abstract contents in front of the students quickly and realistically, making the students feel as if they were in the scene, thus generating more profound emotional resonance. This kind of richness, quickness, and verisimilitude can easily make the ideological and moral education work more effective.

#### **4. Several suggestions**

##### **4.1 Cultivate primary school students' self-education ability**

Focus on cultivating primary school students' self-education ability, including self-learning ability, self-control ability and self-defense ability. First of all, we can teach students to study independently. We can combine the relevant content of the course, guide students to access relevant information online, make preparations for class, and try pre-class experience. Secondly, we should teach students to protect themselves, advocate a regular and healthy lifestyle, and be able to access the internet in a controlled manner. Thirdly, teach students to keep their eyes open and identify various network information. On the internet, all kinds of bad information such as violence and pornography are all in the same way. We must teach students to look at the problem critically, take the essence, and go to the dross instead of blindly receiving it. Finally, it is necessary to cultivate students' ability to control themselves and resist all kinds of temptations, so that the internet can become a sea of knowledge for them, rather than a channel for bad information.

##### **4.2 Cultivate excellent teachers**

Teachers play an indispensable role in the ideological and moral education of students. It is an important measure to cultivate a moral education team that knows both the ideological and moral education art and network technology faced the current situation of network moral education work.

##### **4.3 Parents need to keep pace with the times**

Parents are the best teachers for their children. However, in the survey, it is found that some parents are busy with their work or hobbies, lack of communication with their children, only pay attention to their children's learning, ignore other aspects, and lack effective communication with the head teacher. Some other parents only value academic performance, demand too much for their children, and put too much pressure on their children. They ignore children's mental health and cannot find and help children adjust their psychological state in time. Moreover, when talking about the "Internet", they only see the negative side of the network, and cannot actively and correctly guide children to correctly treat the network. In fact, this does not work, children often go to the Internet bars behind them, which makes them headache. It is recommended that parents should communicate more with children. The daily dialogue time is no less than 7 minutes. Keep abreast of their thoughts, understand the network correctly, keep up with the pace of the times, and keep up with the psychological development of children.

##### **4.4 School should change the teaching mode**

School should actively change the original moral education model, find the way to win with the students under the baton of the entrance examination and quality education, carry out colorful cultural and sports activities, enrich the students' after-school life, and reduce the degree of students' attachment to the network.

##### **4.5 Government should further strengthen supervision of the network**

The survey found that although the government has banned Internet bars from accepting minors online, there are still some illegal Internet bars that seek profit and accepting minors online. Therefore, government should strengthen the supervision of Internet bars, resolutely ban the commercial Internet bars around primary and secondary schools, resolutely ban pornographic

violence websites, and build a rich and distinctive youth website. Government should encourage online game developers to develop puzzle games that benefit the physical and mental health of minors.

## **5. Conclusion**

In a word, after this survey, it is found that the network has entered the life of primary school students, bringing convenience and fun to their study and life, as well as unprecedented impact on their world outlook, outlook on life and values. The ideological and moral education in schools is also facing new challenges and opportunities. In the new era, with new opportunities, we should take advantage of the circumstances to open up a new situation in the ideological and moral education of primary school students.

## **References**

- [1] Selected Works of Jiang Zemin (Volume III). Beijing: People's Publishing House, 2006. 94.
- [2] Zhang Chunxing. Modern Psychology. Shanghai: Shanghai People's Publishing House, 1999: 381.