

# Significance and Implementation Path to Construct Civil Moral Education System in the New Era

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**Abstract:** This work started with the present development situation of the civil moral education system in China, compared the establishment of civil moral education system in western countries, and concluded that the construction of civil moral education system in the new era is significant to the stability of China's political development and the stability of the competitive market based on the present development situation of China in the new era. This work also put forward the development path that could be implemented, and held that the civil moral education system in the new era should be established, which should have multiple subjects, combine invisibility and dominance, and teach students according to their aptitude. The research of this work is of great significance to enhance the moral level of citizens in the new era.

## 1. Introduction

The issue of *Outlines of Implementing the Construction of Citizens' Moral Education System* in 20001 by the CPC Central Committee indicated that moral education of Chinese citizens has entered into a new stage, and the civil moral education has also become "right education". People gradually realize the significance of civil moral education to society and individuals, but they do not establish a perfect and applicable moral education system at the same time [1]. Political, economic and social conditions have taken place great changes in the new era, but present moral education system is still in the stage that regards teaching of words and deeds as the main method, the ideological and political curriculum as the main curriculum content, and students as the main audience groups, however, this kind of educational system has lagged behind the development of the new era [2].

## 2. Present Development Situation of Civil Moral Education in China

In the new era of China, the civil moral education system has got great attention by the state and citizens. While strengthening the establishment of civil society, China emphasizes that the civil moral education system is of great significance to the establishment of the civil society. With the continuous opening of thought, citizen consciousness of each individual is also strengthened. However, it is undeniable that there are still many problems in the civic moral education system, such as the single teaching method, the non-standard teaching curriculum, the few educational audiences and so on, which still need to be improved and solved.

## 3. The Significance of Constructing the Civil Moral Education System in the New Era

### 3.1 Constructing civil moral education system in the new era is an important way for citizens to strengthen their national identity

The civil moral education in western countries is an important means to carry out systematic ideological and political education to citizens, shape the values suitable for capitalist ideology and cultivate citizens' identity with their own national political system, such as the civil education in the United States and Britain, political cultivation education in Germany, civil moral education in France, new civil education in Singapore, moral education in Japan and so on. Although the civil education of different countries or regions varies according to the cultural background and historical

conditions, the focus of education is to shape civil consciousness, promote the harmonious development of citizens, society and the country, convey specific political culture, values and ideology, and cultivate qualified citizens for society and country. At present, China is in a new era of social development [3]. Therefore, strengthening the civil moral education, deepening citizens' understanding and identity of the socialism with Chinese characteristics, strengthening Marxist beliefs, and identifying with the core values of socialism are an important way to strengthen citizens' national identity and ensure national ideological security in the new era.

### **3.2 Constructing civil moral education system in the new era is the objective requirement of constructing an orderly competitive market**

Under the development of socialist market economy, citizens in contemporary society generally lack the consciousness of cooperation and the overall situation, and lack the consciousness of equal competition and rights, which is also the main obstacle to further deepen the reform of socialist market economy system at present [4]. Therefore, in order to cultivate the civil consciousness of economic subjects, civil moral education is an important way to solve this problem. Whether citizens in China have citizen morality will directly affect the sustainable development of the socialist market economy, so it is necessary to strengthen the civil moral education, construct the civil moral education system based on the requirement of the economic development in the new era, cultivate necessary moral quality for citizens, including equality, rights, responsibilities, participation, competition, morality and law, and develop the habit of consciously obeying the operation rules of the market economy, so as to promote the development of the socialist market economy.

## **4. Ways to Realize the Construction of Civil Moral Education System in the New Era**

### **4.1 Constructing the moral education system of intersubjectivity**

The traditional civil moral education mode holds that in the process of education, the educator is the subject and the educatee is the object. Educators teach moral knowledge, moral culture and moral content to educatee by virtue of the advantages of knowledge reserve, while the educatee learn moral theoretical knowledge in their hearts and practice in reality through theoretical study and social practice. This kind of one-way knowledge dissemination mode of "educator (subject) to educatee (object)" only pays attention to the dominant position of educator but neglects the subjective position and internal demand of educatee. The subjective initiative of the educatee cannot exert, resulting that educators and educatee deviate from each other, thus seriously deviating from the essence of moral education and losing the true nature of moral education. Marx understands man from the relationship among subjects, and says that man is the product of social relations. Habermas believes that "only the relationship among subjects can be regarded as an interrelationship, since the relationship between the subject and the object is active and passive, and it is one-way, so it cannot be an interrelationship." Therefore, the interrelationship among subjects defines the nature of human beings [5-6]. The real process of moral education should follow the educational model of "educator (subject) and educatee (subject)". On the one hand, the educator guides educational activities to carry through the set direction, on the other hand, the educatee subjects process, internalize and feed back the knowledge to the educators, which can provide reference for educators to adjust their teaching content and sort out the teaching ideas. Understanding the moral needs of the educatee subject is a prerequisite for the effective development of moral education activities [7].

### **4.2 Constructing implicit infiltration moral education system**

Explicit education and implicit education are two corresponding moral education modes. Although the educational purpose of these two modes is the same, the emphasis of educational methods is different. Explicit education is a mode that educator subjects carry on the moral education to educatee subjects in a tangible, visible, open, direct and conscious way, while the

implicit education is the mode that educator subjects carry on moral education in invisible, hidden, indirect and unconscious way. Explicit education and implicit education complement and interact with each other in the whole process of moral education, and together constitute an important way of moral education for citizens [8]. However, from the perspective of education effect, the effect of implicit infiltration moral education mode is more consolidated and lasting, easier to enhance the moral acceptance of the educatee subjects, and easier to promote the moral internalization of the educatee subjects. The special value of implicit education is determined by three important characteristics of moral education itself, that is, the essence of moral education is a kind of value education, since moral education pays attention to the subjectivity of the educatee and the infection of the environment. Moral education is a kind of value education, which respects the subject spirit and initiative of the educatee subjects, fully stimulates the innovative and creative ability of the educatee subjects, make the potential irrational factors such as emotion, will and belief play greater effect through the edification and infection of environment, coincide with the individual needs of the educatee subjects, and guide the educatee subjects to form a complete and sound moral personality [9]. In the new media environment, the implicit infiltration moral education mode is more in line with the requirements of the educatee on the acceptance of moral education. Digital, picture, video and other new media forms make the transmission and receipt of moral knowledge information more vivid, and the information dissemination environment created by the new media lets citizens unwittingly receive moral education while using new media. With the help of the new media platform, moral educators can find and correct the deviation in moral cognition in time, and guide citizens to establish correct moral concepts. In the new media era, the implicit infiltration education mode can be demonstrated through the moral behavior of moral educators on the platform, create a good new media moral education environment, improve citizens to exchange ideas on the new media platform and create opportunities for citizens to tell the truth.

### **4.3 Constructing individualized moral education system**

The development history and practical experience of civil moral education show that only the suitable moral education mode is the best and most effective educational mode. People-oriented and teaching students according to their aptitude are the central idea of individualized moral education mode. The basic idea of people-oriented is to regard man as an active factor to participate equally in the process of moral education, understand the moral needs of citizens, pay attention to the daily life of citizens, and combine the goal of moral education with the reality of personal development. The basic idea of teaching students according to their aptitude is to carry out moral education according to the cognitive level of different citizens on the basis of respecting the differences among the educatee and following the law of moral education. The big data platform provided by the new media can accurately analyze the personal development needs and moral development needs of the educatee subject at different levels. According to the specific situation of citizens' use of new media, the appropriate moral education methods and carriers of citizens with different ages, personalities, fields and cognition can be chosen. The rich information on the new media platform provides a variety of choices for the individualized cultivation of citizens, which will contribute to the cultivation of citizens' moral personality [10]. The virtual communication space of new media combines rational education with emotional education, which can enhance citizens' acceptance of moral education and form the the atmosphere of educator subject and educatee subject seeking moral consensus. It is also conducive to narrowing the distance and highlighting the personality of modern citizens. The dissemination of information by traditional media is universal, while the new media can be more detailed and individualized. In the new media era, the individualized mode of civil moral education includes the individualized contents of the moral education of the public and the individualization of the carrying body. Using new media to carry out individualized civil moral education will greatly improve the education effectiveness and mobilize the initiative of the educatee to receive moral education, which is the necessary way to realize the modernization of civil moral education.

## 5. Summary

The establishment of civil moral education system is urgent and necessary under the development of the new era, at the same time, it is also a systematic and complex work. First of all, building a moral education system is significant for social, political and economic development in the new era. In addition, the way, content and mode of civil education should be reformed and innovated based on meeting the present situation and needs of the development in the new era. Finally, it is also necessary to draw lessons from different stages of history and the experience of western civil moral education, make use of the development of science and technology to construct a new civil education system and contribute to the development of a harmonious society in China.

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