

The Role of Ideological and Moral Courses in Shaping College Students' Perceptions of Social Development

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Abstract: This study highlights the essential role of moral and ethical curriculum in fostering youth social identity amidst globalization's challenges, emphasizing its impact on national stability and progress. It discusses the significance of integrating historical, political, and cultural education to strengthen students' national identity and presents case studies demonstrating moral education's effectiveness. The research concludes with recommendations for optimizing moral education through practical teaching methods, enhanced teacher training, and a scientific evaluation system to better align with youth interests and national development goals.

Keywords: Moral Education; Social Identity; Youth Development

1. Introduction

In recent years, with the continuous advance of globalization, the importance of social identity has become more and more prominent in the global context. Globalization not only promotes the economic and cultural integration among countries, but also impacts on the national identity and cultural boundaries of each country, which in turn triggers an identity crisis. Especially among college students, the formation of social identity has become an important issue for social stability and development. In this context, higher education is regarded as an important way to promote social progress and cultivate national consciousness, so the ideology and moral character course is of great significance in shaping students' social identity.

The formation of social identity is a complex socio-psychological process that involves various factors such as history, culture and economy. Academics generally agree that the establishment of social identity does not happen overnight, but is gradually deepened through long-term historical education, respect for

national symbols, understanding of national laws, and the implementation of diversified forms of education. Social identity is not only the cornerstone of maintaining social stability, but also the key to enhancing national cohesion and national competitiveness. Especially among college students, the cultivation of social identity is particularly important, because the younger generation is the future and hope of the country. With the constant changes in the world's development, the ideological and moral education of college students is facing new challenges and opportunities, and the role of the ideological and moral curriculum as an important carrier of social identity education is becoming more and more prominent [1].

The degree of importance attached to social identity education has been increasing globally. Successful practices in countries such as the United States, France and Singapore have shown that the formation of social identity can be effectively promoted by strengthening history education, respecting national symbols, deepening legal awareness and adopting a variety of educational tools [2]. For example, history education in the United States emphasizes the founding philosophy and values of the country [3], France focuses on the combination of history education and national symbols [4], and the national credo embedded in Singapore's national education system is a highlight of the country's social identity education.

In the field of higher education, ideological and moral theory courses play a crucial role in the enhancement of social identity of college students. These courses not only teach students about a country's social system, history and national conditions, but also guide them to rationally understand the country's social characteristics, internalize social identity as part of personal values, and then transform it into practical actions. College students' social identity, historical identity, realistic identity and awareness of the country's future development

trend are gradually formed and deepened under the cultivation of ideological and moral courses. Social identity education is not only a core issue in the global education system, but also a necessary way to ensure national security, social harmony and the healthy growth of college students. The ideology and moral character program will play a more active and effective role in shaping the social identity of college students, and cultivate a generation of college students with a firm sense of social identity and active participation in national construction for the prosperity and development of a country.

2. The Relationship between Social Identity and Moral Education

2.1 The Significance of Social Identity Education

Social identity, as the sense of belonging and identity consciousness of individuals or groups to the country, is an important research object in the field of social psychology and political science [5]. It is not only about the individual's emotion and value orientation, but also profoundly affects the cohesion and social stability of the country. The concept of social identity is multidimensional and intertwined, covering cultural identity, social identity, historical identity and social identity.

The formation of social identity is a long-term and complex process that requires the joint action of the education system, family and social environment. Among them, school education, especially the ideological and moral curriculum, plays an irreplaceable role in social identity education because of its systematic and standardized nature. Through education in multiple dimensions such as culture, history and society, the ideology and moral character curriculum can comprehensively cultivate students' sense of social identity and lay a solid foundation of talents for the stability and development of the country. However, educators should also realize that social identity education needs to be close to reality, focus on practice, and avoid empty theoretical indoctrination in order to enhance the effectiveness and attractiveness of education.

2.2 The Role of Ideological and Moral Education in the Formation of Social Identity

As a key link in the construction of social identity, the importance of ideological and

moral education cannot be ignored. It is not only related to the individual's understanding and identification with the national political system, but also profoundly affects the citizens' sense of belonging and responsibility to the country. In the process of social identity formation, ideological and moral education promotes the individual's identification with the country's social identity through teaching the country's philosophy, institutional knowledge and civic awareness, and then strengthens the overall framework of social identity [6].

2.2.1 Systematic knowledge transfer and the establishment of social cognition

Ideology and moral education helps students gradually establish a basic cognition of the national social system through systematic and scientific knowledge transfer. This cognition is not only limited to a preliminary understanding of the constitution, the legal system, and the social system, but also involves an in-depth understanding of the concepts of national governance and operational mechanisms. In the learning process of the ideology and moral character course, students are able to systematically master core political knowledge including the social system, democratic centralism, the principle of the rule of law. These contents aim to comprehensively improve students' social cognitive level, so as to cultivate their understanding and identification with the national social system in a subtle way.

Through systematic knowledge education, students are able to gradually recognize the central position of the Constitution in national governance, the normative role of the legal system. In addition, the course places special emphasis on the important role played by democratic centralism in national governance, helping students to realize the practical effectiveness of this system in uniting and unifying national forces. At the same time, by discussing case studies, students are able to combine classroom knowledge with real-life political events to deepen their understanding of how the national social system operates.

Ideology and moral education strengthens civic consciousness and cultivates students' social participation ability. Through the ideology and moral character course, students are guided to participate in practical activities such as simulating social activities, discussing national policies and analyzing social problems [7]. The accumulation of such knowledge will not only

help students form a stable social identity, but also enable them to recognize the rationality and superiority of the national political system from a rational perspective. This process will help students establish a basic social identity with the motherland, thus laying a solid ideological foundation for their future citizenship.

2.2.2 Promotion of critical thinking platform and rational identity

Ideology and moral education provides a platform for critical thinking and promotes individuals' rational identification with national politics. In the ideology and moral character course, students not only learn about the country's social concepts and systems, but are also encouraged to analyze social phenomena rationally and develop critical thinking skills. This type of education helps students form independent social judgments and deepen their understanding of society, thus strengthening social identity both rationally and emotionally.

However, the role of ideological and moral education in the formation of social identity is not always smooth. The disconnection between theory and practice, the singularity of teaching methods and the detachment of content from the real society in the education process may weaken the effect of ideological and moral education. Therefore, optimizing ideological and moral education, making it closer to students' lives, and paying more attention to practicability and interactivity are the keys to improving the quality of social identity education. The ideology and moral character course should constantly innovate teaching methods, introduce case studies, social practice, interactive debates and other forms of teaching, so that students can learn through participation and grow through experience, thus enhancing the relevance and attractiveness of ideology and moral character education.

3. Practice and Analysis of the Ideological Virtues Curriculum in Social Identity Education

3.1 Integration of the Content of the Ideological Morality Curriculum with Social Identity Education

In the ideological morality curriculum, the integration of content and social identity education is the key to realizing educational goals. The design of curriculum content needs to be closely centered on the construction of

social identity, integrating multi-dimensional knowledge of history, culture and society to form a systematic education system. This section will explore how the ideology and moral character curriculum can guide students to form a comprehensive understanding of the country and deep emotions by integrating the core elements of social identity education [8].

3.1.1 History education and social identity

History education is an important part of the ideology and moral character curriculum, which helps students gain a deeper understanding of the country's growth and change, and recognize the hardships and struggles behind the country's development by recounting the country's historical process. In the curriculum, through a systematic introduction to the establishment and development of the country, students can gradually learn about the glorious achievements and complex challenges they have faced from ancient times to the present day, thus enhancing their sense of historical identity and belonging.

The curriculum pays special attention to the analysis of major historical events, so that students not only understand the background and impact of these historical events, but also feel the patriotic spirit and the spirit of national struggle embedded in them. This kind of historical cognition can not only stimulate students' patriotic feelings and national pride, but also help them recognize the growth of the country and the motivation to keep moving forward from a more macroscopic perspective [9].

History education also guides students to build a positive social identity by strengthening their knowledge of the country's historical lineage and cultural heritage. This process helps students understand the relationship between the individual and the state and society, and recognize the value of the state and national community. Ultimately, through history education, students gradually develop a high degree of identification with society while strengthening their self-identity, possessing a stronger sense of social responsibility and a sense of historical mission, and laying a solid ideological foundation for their future as citizens with strong convictions.

3.1.2 Social formation and institutional education

The ideological and moral education in the ideological and moral curriculum focuses on explaining the country's social philosophy and

institutional framework to enhance students' understanding and identification with the social system. Through a combination of theory and case studies, students can not only acquire political knowledge, but also understand the role and significance of these systems in the governance of the country, so as to form a rational understanding of the national social system. The course should also guide students to discuss national and participate in simulated social activities, so as to cultivate their sense of social participation and critical thinking and further deepen their social identity.

3.1.3 Connection between social practice and national development

Another important aspect of the ideology and moral character program is to guide students to participate in social practice, combining theoretical learning with the real world. By visiting national museums and historical sites, etc., students can experience first-hand the weight of national history and the charm of culture, and enhance their intuitive understanding of national development. At the same time, students are organized to participate in social practice activities such as community service, environmental protection, and public welfare projects, so that they can feel the achievements of the country's development in practical actions, understand the close connection between the individual and the country and society, and stimulate their enthusiasm for participating in national construction, thus deepening their social identity.

3.1.4 Exploration of realistic issues and critical thinking

The content of the course should also involve the exploration of national realities, encourage students to apply what they have learned to think critically about social phenomena, and cultivate their ability to analyze problems independently. Through organizing discussions and writing reports, students can pay attention to the hot issues of the country, such as environmental governance, social fairness, scientific and technological innovation, etc., guiding them to think about solutions from the perspective of national development, and stimulating innovative thinking and a sense of national responsibility. This type of education not only deepens students' understanding of national realities, but also fosters them to become a generation of college students with

critical thinking and an innovative spirit, contributing to the country's sustainable development.

3.2 Practical Study of the Ideological Virtues Curriculum on College Students' Social Identity

In order to understand more intuitively the role of ideology and moral character courses in shaping the social identity of college students, this section will explore in depth the impact of the courses on the social identity of college students by means of case studies. Students from colleges and universities in different regions and with different backgrounds were selected as the research subjects, and data were collected and analyzed through a variety of methods such as questionnaire surveys, in-depth interviews, and classroom observations, with a view to gaining a comprehensive and in-depth understanding of the effects of the ideological moral curriculum in practice.

3.2.1 Case 1: intercultural communication and social identity

In universities with a high degree of internationalization, the ideology and moral character course designs cross-cultural exchange activities, inviting students from different countries to share their own country's cultural traditions and social identity. This introduction of international perspectives not only broadens students' international horizons, but also deepens their understanding and identification with their own national cultures. Through comparative analysis, students gained a deeper understanding of their country's uniqueness and superiority, and their social identity was strengthened in the comparison of cultures. It was found that this kind of cross-cultural exchange activities made students cherish their own country's cultural traditions more, and their sense of national identity was further consolidated in the international perspective.

3.2.2 Case 2: social service programs and social identity

The ideology and moral character courses of many universities cooperate with the community and organize students to participate in social service projects, such as environmental protection, educational assistance and community building. During the service process, students experience first-hand the real results of the country's development and have a visual

understanding of the country's efforts to solve social problems and improve people's lives. This personal experience makes students' identification with the country not only at the theoretical level, but also closely linked to their personal emotional experience and practical actions. The research data showed that students who participated in the social service program had a significantly higher sense of identification with the country than those who did not, and they also had a stronger sense of contribution and responsibility to the country.

3.2.3 Case summary and analysis

These case studies not only demonstrate the remarkable effectiveness of the ideology and moral character program in enhancing college students' sense of social identity, but also reveal the impact of the integrated use of different teaching methods and practical activities on the educational effect. Field trips, cross-cultural exchanges, and social service projects are all effective teaching strategies to enhance students' sense of social identity. In addition, the case studies also emphasize the importance of the close connection between the teaching content and the real society, and the practical and interactive nature of the educational activities in enhancing the attractiveness and educational effectiveness of the ideological morality curriculum.

However, the case studies also revealed some problems, such as some students reflected that the theoretical content of the ideology and moral character course was rather boring and disconnected from real life, which affected the learning interest and participation. Therefore, the future optimization of the ideology and moral character course should pay more attention to practical teaching, enhance the correlation between the course content and the real society, and adopt more vivid and interactive teaching methods in order to improve the effectiveness and attractiveness of education. Through continuous innovation and optimization, ideological and moral education will play a more positive and effective role in shaping the social identity of college students, and cultivate a generation of college students with a firm sense of social identity and active participation in national construction for the stability and development of the country.

4. Conclusion

Through an in-depth discussion of the practice

and effect of the ideology and moral character course in social identity education, we find that the ideology and moral character course can not only guide college students to correctly understand the country's history, politics, culture and social reality, but also inspire them to actively participate in the construction of the country. However, the problems in the process of course implementation, such as the single teaching method and the disconnection between the content and the reality, limit the full realization of the effect of the course. Therefore, we put forward the following outlooks and suggestions, with a view to further optimizing the education of ideological morality and enhancing its influence on the education of social identity of college students.

The ideology and moral character course should pay more attention to practical teaching and closely tie in with the reality of national development. Practical teaching enables students to apply what they have learned in real situations, enhances their intuitive understanding of national development, and thus deepens their sense of social identity. For example, organizing students to visit major national projects, participate in community service projects or carry out research on national conditions can not only increase students' interest in learning, but also promote the combination of theory and practice, so that the content of the course is closer to the reality of the society, and enhance its educational effect.

The ideology and moral character course plays an irreplaceable role in the social identity education of college students. By continuously optimizing the curriculum design, focusing on practical teaching, paying attention to the characteristics of college students, strengthening teacher training, as well as establishing a scientific evaluation system, the ideological and moral education will more effectively cultivate a generation of college students with a firm sense of social identity and active participation in the construction of the country, and cultivate a solid reserve force for the country's prosperity and development.

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