

On the Essence, Causes and Countermeasures of the Phenomenon of “Role Model Malfunction” among Current China’s University Students from the Perspective of Philosophy

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Abstract: From the perspective of philosophy, the essence of the phenomenon of “role model malfunction” among current China’s university students is to some extent a concrete manifestation of value nihilism in their thoughts and behavior. The causes of the phenomenon of “role model malfunction” among current China’s university students can be analyzed from both macro and micro levels. From a macro perspective, the phenomenon above-mentioned can be seen as a derivative or side effect of social progress. From a micro perspective, that is to say, on the level of individuals, the phenomenon above-mentioned is largely due to the individual’s “demystification” of role models. To thoroughly and effectively address the phenomenon above-mentioned, the key is to reignite the hope and pursuit of value goals among current China’s university students as well as to restore their sense of meaning in personal learning and practices. Specifically, it is necessary to provide education and guidance at the thought or value level to help university students regain a correct understanding of the significance of their learning and practices during their university period, and to establish some pursuit value goals for their own learning and practices.

Keywords: Role Model Malfunction; Essence; Causes; Countermeasure

1. Introduction

Currently, there is a non-mainstream phenomenon among current China’s university students, which is “role model malfunction”. This article mainly implements the principle of combining theory with practice and unifying

logic with history from the perspective of philosophy. Using literature analysis and survey research methods, this article mainly analyzes the essence of the phenomenon of “role model malfunction” among current China’s university students, analyzes the causes of the phenomenon above-mentioned, and proposes some practical and feasible countermeasures for it.

2. The Essence of the Phenomenon of “Role Model Malfunction” among Current China’s University Students from the Perspective of Philosophy

From its literal meaning, “malfunction” means that the original function of something can not be fully exerted or the above-mentioned function is completely lost. For example, if there is a car’s brakes malfunction, it means that its braking system can not fully function properly or the aforementioned functions are completely lost. Similar to the situation above-mentioned, “role model malfunction” means that the function of role models can not be fully realized or the function above-mentioned is completely lost. So, what function should role models preform at the theoretical level? At the theoretical level, role models should serve as role models and motivators for others in terms of their thoughts and behavior. Looking at the current China society, there is also a phenomenon of “role model malfunction” among current China’s university students to a certain extent. The main manifestation of the phenomenon above-mentioned is that role models among current China’s university students can not fully demonstrate their exemplary and driving effects on other students in terms of their thoughts and behavior, or their effects above-mentioned are completely lost [1]. Specifically, on the one

hand, in the minds of some students, the image of role models is no longer sacred, noble and great. In other words, in the minds of some students, they have lost their sense of identification and respect for role models [2]. At the same time, they may not have the awareness of following or learning from role models in their thoughts. They may even have two extreme tendencies as follows. One tendency above-mentioned is to “lie flat and slack off”. Specifically, this group of students has lost their learning and life goals in their thoughts. Meanwhile, they approach their studies and life with a negative mindset. The other type above-mentioned is arrogance. Specifically, this group of students feel good about themselves. At the same time, they are quite arrogant. In addition, they always believe that they are better than their classmates. To some extent, they live in an illusory spiritual world of “being the best in the world” that they have created, isolating themselves from other classmates or closing themselves off. On the other hand, in terms of behavior, the exemplary and motivating effects of role models for some students can not be fully realized or the above-mentioned effects is completely lost. That is to say, some students do not learn or emulate role models in their behavior, resulting in the two behavioral states as follows. Firstly, these students above-mentioned completely “lie flat and slack off” in their behavior, never setting or pursuing positive goals, but rather wasting their time aimlessly [3]. Secondly, these students above-mentioned deliberately “stand out” in their behavior, going against their role models and even deliberately distinguishing themselves. From the perspective of philosophy, the essence of the phenomenon of “role model malfunction” among current China’s university students is a concrete manifestation of value nihilism in their thoughts and behavior to some extent. As a common problem of modern civilization, value nihilism is rooted in the modernization process of human society [4]. Based on this, the emergence of value nihilism in current China society is also objectively inevitable to a certain extent [5]. The phenomenon above-mentioned is essentially a concrete manifestation of value nihilism.

3. The Causes of Role Model Malfunction

From the perspective of philosophy, the causes

of the phenomenon of “role model malfunction” among current China’s university students can be analyzed from both macro and micro levels.

From a macro perspective, the phenomenon of “role model malfunction” among current China’s university students can be seen as a derivative or side effect of social progress. Just like the social impact brought by the Enlightenment, it certainly promoted people’s thought liberation, but this thought liberation also meant the “demystification” of past values and belief systems. Meanwhile, this “demystification” also provides soil and space for the growth of value nihilism. In the social background above-mentioned, the emergence of value nihilism is also inevitable. Analogous to the value nihilism derived from the Enlightenment, in current China society, with the development of modern technology and economy, the culture of the entire society has also made great progress. In such a social background, significant changes of people’s thoughts and understandings have also occurred. Specifically, people have lost their charm towards past values and belief systems [6]. At the same time, even some people hold a skeptical, indifferent or resistant attitude towards the mainstream values and belief systems in current China society to some extent. In a sense, role models are the representatives or symbols of the mainstream values and belief systems in current China society. Based on the analysis above-mentioned, the phenomenon of “role model malfunction” among current China’s university students also reflects the changes in social culture to some extent. Specifically, the changes above-mentioned mainly refer to people’s “demystification” of past values and belief systems as well as some people’s skepticism, indifference or resistance towards the mainstream values and belief systems in current China society [7].

From a micro perspective, that is to say, from the perspective of individuals, the phenomenon above-mentioned is largely due to the individuals’ “demystification” of role models. Specifically, that is to say, the individuals’ sense of mystery, identification, and reverence for role models no longer exists in their thoughts, concepts or inner consciousness. The reason why the situation above-mentioned occurs, as mentioned earlier, on the one hand,

may be related to social background. On the other hand, of course, the situation above-mentioned may also be due to the limited effects of role models. Specifically, the function that role models can preform is mainly an external demonstration, driving or motivating effect. A good role model can certainly have a demonstrative, driving or motivating effect. However, this kind of demonstrative, driving, or motivating effect above-mentioned still needs to be achieved through the individuals' own subjectivity or subjective initiative ultimately. When individuals discover that role models can not fundamentally solve problems, their sense of mystery, identification and respect for role models will gradually decline, ultimately leading to a complete loss of their sense of mystery, identification and respect for role models. The emergence and existence of the phenomenon of "role model malfunction" among current China's university students are also related to the development of their understanding to a certain extent. That is to say, with the development of university students' understandings, their understandings of the essence and function of role models are also increasingly deepening. They will gradually realize that role models are essentially just an kind of external factors and forces that can influence and drive their own growth and development. For their own growth and development, role models can only play an external promoting role rather than a decisive role. In such a situation above-mentioned, the phenomenon of "role model malfunction" among current China's university students also has its objective inevitability. In addition, the phenomenon of "role model malfunction" among current China's university students is also related to the various award and recognition mechanisms currently implemented for university students to some extent. Specifically, under the various award and recognition mechanisms currently implemented for university students, the number of corresponding rewards or honors is limited. In this case above-mentioned, for students who serve as role models, they may be able to receive relatively more rewards or honors. However, for ordinary students, even if they try their best, they may still only receive a few rewards and honors in awards and honors, or even almost no rewards and honors. That is

to say, ordinary students may try their best but still fail to catch up with their role models or surpass the models above-mentioned. In the field of psychology, there is a psychological state called "learned helplessness" or "acquired helplessness". This psychological state is mainly due to being in an environment that constantly experiences failures or setbacks for a long period of time but can not be overcome. In such situations above-mentioned, if things go on like this over a long time, ordinary students may also experience a psychological state known as "learned helplessness" or "acquired helplessness" in psychology. The reason why this situation above-mentioned occurs is that compared to the role models around them, ordinary students are basically in an environment of long-term failure or setbacks. No matter how hard they try, they can not catch up with their role models or surpass the models above-mentioned in obtaining rewards and honors. In the psychological state above-mentioned, ordinary students may also experience the phenomenon of "role model malfunction" to a certain extent. The main reason why this situation above-mentioned occurs is that, despite their best efforts and struggles, they are unable to catch up with their role models or surpass the models above-mentioned in obtaining rewards and honors. In this situation, ordinary students will gradually lose their sense of mystery, identification and respect for role models in their thinking, and then eventually completely lose their sense of mystery, identification and respect for role models. At the same time, in terms of behavior, the exemplary and driving function of role models for some students can not be fully realized or the above-mentioned function is completely lost.

4. Countermeasures for the Failure of Role Models

The phenomenon of "role model malfunction" among current China's university students is an objective phenomenon that has emerged with the development of society. This phenomenon above-mentioned should not be ignored, but there isn't need to worry too much about it. Instead, it is necessary to take appropriate measures to solve it. To effectively address the phenomenon above-mentioned, the key is not to let them establish a sense of identification and respect for role models again

in their thoughts as well as to learn, follow, imitate or even worship role models again in their behavior. To thoroughly and effectively address the phenomenon above-mentioned, the key is to reignite the hope and pursuit of value goals among current China's university students as well as restore their sense of meaning in personal learning and practice [8]. For individuals, may it is not necessary for them to have role models and idols, but they can not learn and practise without the value goals they strive for and constantly pursue. Therefore, to effectively address the phenomenon of "role model malfunction", ultimately it is necessary to effectively solve the problem of value nihilism. Specifically, it is necessary to provide education and guidance at the thoughts or value level to help university students regain correct understandings of the significance of their learning and practice during their university periods as well as to establish some pursuit value goals for their own learning and practice [9]. In the process of education and guidance above-mentioned, we must also adhere to a basic principle, which is to teach students in accordance with their aptitudes and provide classified guidance based on students' different actual situations. Specifically, targeted and accurate education and guidance should be implemented for different students based on their different practical situations, especially their thoughts and psychological characteristics, growth experiences and existing knowledge structures [10].

For university students, it is necessary to re recognize the significance of their learning and practices during their university years, and establish some value goals for their pursuits of learning and practices. They should also grasp a basic principle, which is to seek truth from facts, start from reality and analyze specific problems on a case by case basis. Specifically, based on the different practical situations of different students, especially their own abilities and interests, it is necessary to determine some value goals that are both in line with their own abilities and interests.

5. Conclusions

In summary, the main manifestation of the phenomenon of "role model malfunction" in universities is that role models among current China's university students can not fully exert

their exemplary and driving effects on other students in terms of thoughts and behavior, or their aforementioned effects are completely lost. From the perspective of philosophy, the essence of the phenomenon of "role model malfunction" among current China's university students is a concrete manifestation of value nihilism in their thinking and behavior to some extent. The phenomenon of "role model malfunction" among current China's university students. From a macro perspective, the phenomenon of "role model malfunction" among current China's university students can be seen as a derivative or side effect of social progress. The phenomenon of "role model malfunction" among current China's university students also reflects to some extent the changes in social culture. Specifically, the changes above-mentioned mainly refer to people's "demystification" of past values and belief systems as well as some people's skepticism, indifference or resistance towards the mainstream values and belief systems in current China's society. From a micro perspective, that is to say, from the perspective of individuals, the phenomenon of "role model malfunction" among current China's university students is largely due to the individual's "demystification" of role models. To thoroughly and effectively address the phenomenon above-mentioned, the key is to reignite the hope and pursuit of value goals among current China's university students as well as to restore their sense of meaning in personal learning and practice. Specifically, it is necessary to provide education and guidance at the thoughts or value level to help university students regain a correct understanding of the significance of their learning and practices during their university years as well as to establish some value goals that they want to pursue for their own learning and practices. In the process of education and guidance above-mentioned, we must also adhere to a basic principle, which is to teach students according to their aptitude and provide classified guidance. For university students, it is necessary to regain a correct understanding of the significance of their learning and practices during their university years as well as to establish some value goals for their own learning and practices. They should also grasp a basic principle, which is to seek truth from facts, start from reality as well as analyze

specific problems on a case by case basis. Specifically, university students should determine value goals that are both in line with their own abilities and interests based on their different practical situations.

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