

A comparative study on Moral Education of college students between China and Germany-- An analysis based on the curriculum

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Abstract: The moral education teaching in Chinese and German universities has both the commonness of teaching goal and the individuality of teaching method, and each has its own unique style in teaching pattern. Based on the analysis of moral education curriculum in universities in the two countries, taking Peking University and University of Heidelberg as examples respectively and adopting the methods of Literature Review, Comparative Analysis, etc, this paper makes a comparative study on the Moral Education of college students in the two countries. This paper compares the advantages of their respective moral education teaching, analyzes the characteristics of their respective moral education teaching, and draws on the advantages and disadvantages to provide beneficial countermeasures and suggestions for strengthening and improving the work of moral education in colleges and universities under the new situation.

1. Introduction

Peking University is the First National University and the highest institution only founded in modern China, which is the founder of Chinese higher education while University of Heidelberg is a traditional and one of the most elite university with the longest history in Germany. The moral education teaching of the two universities has a long history and rich teaching experience, which is representative in the similar universities. By comparing the moral education courses of these two comprehensive universities, we can broaden our horizons and broaden our teaching ideas. Learning advanced foreign ideas and connecting with the international practice provide a useful reference for the reform and practice of moral education in colleges and universities in China.

2. The general situation of the moral education curriculum of students in the two universities

Ideological and political course is offered in the moral education of undergraduate colleges and universities in China. As a main channel and position of ideological and Political Education for college students, it is an important way to help college students establish a correct world outlook, outlook on life and values. Both liberal arts and science students are supposed to learn about these subjects in the required public courses during their undergraduate studies.

In order to cultivate high-quality talents to meet the needs of the Times, Peking University has changed the specialized education into the general education and perfected the moral education curriculum. In addition to the course of ideological and political theory, an interdisciplinary system of general courses oriented towards liberal education has been established in undergraduate education. According to the credit nature of the courses students study, Curriculum Division can be divided into compulsory courses and elective courses while according to the school curriculum system construction classification, it can be divided into ideological and political course, physical education course, college English course, basic computer course, military theory course, general course, public course, general class platform course, main basic course, college course and professional course.

It is an essential way for moral education in German universities to carry out ideological and moral education through the infiltration of various disciplines and specialties. There is no public course in undergraduate teaching at University of Heidelberg. German primary and secondary

schools have made religion and civics compulsory courses and removed religion and civics courses. The ideological and moral education of college students is mainly accomplished through the elective courses of ethics, theology, pedagogy, law, economics and so on. In Germany, since there is no special public course during the undergraduate period, there are a large number of elective courses in the higher undergraduate universities. In University of Heidelberg, for example, more than 80 percent of undergraduate courses are taught as elective courses. That is to say, there is no special moral education course in German universities, and the teachers have finished the education of Western democratic system, freedom, values and so on in elective courses chosen by the students themselves.

3. Analysis and comparison of moral education curriculum between the two universities

By using the methods of Literature Review and Comparative Analysis, this paper makes a comparative study of the Moral Education curriculum between Peking University and University of Heidelberg in Germany.

3.1 Comparison of moral education subjects

The moral education of Peking University is mainly inculcated and guided by ideological and political courses and general education courses. Besides moral education courses, there are also a series of related social practice and public welfare activities. In addition, psychological counseling services, employment guidance and other departments are set in school, they will contribute to the healthy development of moral education for college students. Moral education courses include: Ideological and political theory courses, including history of China, ideological and moral cultivation and legal basis, the basic principles of Marxism, the theoretical system of Maoism and socialism with Chinese characteristics, situation and policy, etc. . There are also general courses on the content of moral education: Christianity and Chinese culture, introduction to Western philosophy, introduction to Zhuangzi's philosophy, introduction to ethics, 20th Century Continental Philosophy, the world of ancient Chinese thought, intensive reading of the four books (including The Great Learning; The Doctrine of the Mean; The Analects of Confucius and Mencius), modern Western philosophy, Orthodox art, etc. .

The purpose of moral education is to be achieved through the teaching of University of Heidelberg and culture, comparative German Studies, Pedagogy, ethnology, German studies, Islamic Studies, philosophical ethics, public law, Religious Studies, Sociology, theology, Christianity and culture, political science, political economy, psychology, and other elective courses. It can be seen that German colleges and universities put the ideological and moral education of university students into every link of their professional study and run through the whole process of education and teaching. In addition, in Germany, psychological counseling and mental health institutions have been set up in almost all universities. Psychological counseling helps students solve the contradiction between knowing and not knowing in the cognitive process, remove psychological barriers, and realize their potential. Promote the students in the thought and psychological maturity, sound personality and so play an important role.

Due to various historical background, values and cultural traditions, the moral education subjects in Chinese and German universities have their own characteristics. Although there are differences in subjects, the aim of moral education is the same, which is to promote students' all-round healthy development to meet the needs of society.

3.2 Comparison of course selection requirements

The course of Peking University is divided into two parts: compulsory course and elective course. Compulsory courses, which include public compulsory courses and professional compulsory courses, are required courses according to the teaching plan. The public required course, which includes political theory, is a course that all undergraduate students must take to meet the credit requirement. Elective courses are courses that students choose to study according to the requirements of the teaching plan and their personal interests, including professional elective

courses, general elective courses and public elective courses. Among them, the general elective course is an interdisciplinary general education course for all undergraduate students, which requires 12 credits. The programme is based on a four-year programme (five-year programme for individual programs), with the minimum required course credit and elective course credit required by the programme before graduation. Those who fail the required course must study and take the exam again; those who fail the optional course can either study again or take other courses to make up the credits.

The standard for a bachelor's degree at University of Heidelberg is six semesters. Elective courses consist of projects, subjects and topics. The elective courses in undergraduate teaching account for more than 80% of the total courses. 100 per cent for one topic, 100 per cent for two subjects, 75 per cent for one topic and 25 per cent for the others (freely combined). Each subject has a "relative structure" and contains a certain amount of practical training. In German universities, Science and engineering courses in the professional learning stage take economics, law and other courses as an elective compulsory course, not to mention the humanities and social sciences, economics, political science, Law and sociology are optional courses at the basic study stage. For example, mathematics majors take economics, economic law and insurance as elective courses, and mechanical engineering majors also take law and economics as elective courses. In the area of "freedom to learn," The General Act on Germany institutions of higher learning states that "freedom to learn, without prejudice to the system of study and examination, shall be embodied in the freedom of students to choose their own courses, to determine their own priorities in the course of their academic year, and to give and express opinions in the fields of science and the arts." [1] However, in order to obtain the graduation qualification, university students must complete a series of courses and teaching links prescribed by the school, meet the prescribed requirements, and must pass the examination of the courses they study before they can graduate. Course selection is only allowed within a certain range of freedom, not all courses can be optional.

From the above, it can be concluded that the current moral education curriculum in our country still exposes the following shortcomings: too many compulsory courses, too much planning, too few elective courses, lack of flexibility. Training students according to a unified model is not conducive to their personality development and comprehensive quality improvement, also it is difficult for them to adapt to the increasingly competitive talent market and future social development needs. In view of the situation of international teaching reform, it has become a trend to add a large number of elective courses and to implement flexible curriculum [2].

3.3 Comparison of teaching requirements

In order to realize the goal of moral education, Peking University requires teachers to love teaching work, persist in teaching and educating people and being a good teacher, carry forward the spirit of "dedication, innovation, pragmatism, dedication and cooperation", establish noble professional ethics. Consciously abide by the law, conduct civilization, and develop a good teacher ethics teacher style. Teachers' professional norms require loving the motherland, loving education, and upholding the party's line, principles and policies. The compulsory course of ideological and political theory is set up in colleges and universities of our country, which has unified regulations in outline, teaching materials and credits by the education department. Through the moral education curriculum formulated by the state, we will earnestly fulfill the teaching goals, help students establish correct outlook on life, world outlook, and values, and cultivate high-quality talents with all-round development of moral, intellectual, physical, art and labor. In order to lay a solid foundation for high-level professional learning and provide a comprehensive preparation for personal multi-direction development in the future.

The University of Heidelberg does not have uniform regulations and requirements on the major direction, curriculum setting and teaching contents of the discipline, and universities may decide according to the characteristics and needs of their respective regions, the school's traditions, foundations, and scientific achievements, as well as the teacher's expertise. "However, it does not mean that schools and teachers are free to do as they wish, for the government exerts a decisive

influence on the teaching arrangements in schools and on the content and methods of teaching by teachers. For example, some undergraduate graduates must pass a national examination in order to obtain professional qualifications, the contents of which are determined by the government. In order for students to pass the examination, the school's teaching arrangements and teachers' teaching content must include the requirements of the national examination. Students in specialties such as medicine, medicine, law and education need to pass the national examination. According to the requirements of the state, the examination must include the regulations of the profession and professional ethics and so on.

In addition, teaching methods require students to study any major from the perspective of history, society and ethics. In other words, for any course of study, students are able to answer three questions: what is the history and tradition of the field, what are the social and economic implications and what are the ethical and moral issues to face. Teachers also pay attention to explain from these point of views.

3.4 Comparison of teaching methods

The methods of ideological and moral education in colleges and universities in China present various and fantastic characteristics which put particular emphasis on positive, direct, and formal ways generally. Peking University is basically based on traditional teaching methods, although students' active participation in class are concerned, it is far from enough. For example, the moral education teaching method makes the students be a bookworm without in-depth study or research. The teachers concentrate on the student's learning results only, or just focus on test paper scores, but ignore how students obtain the results of the process and methods, let alone consider the difference and the particularity in the process of accepting the knowledge.

In terms of the format of the lecture, the University of Heidelberg is more focused on explanation, discussion, questions and conclusions. The Optional Course at University of Heidelberg takes the form of a discussion class, in which groups of four or five students discuss a topic, each prepared for the class, and each person speaks. Students organize themselves, take turns to practice, participate actively and seriously, highlight the principle, methods, ability development and so on.

3.5 Comparison of assessment methods

The undergraduate course examination of Peking University mainly adopts the method of combining the ordinary examination with the final examination, and the scoring ratio is 30:70. Peacetime assessment mainly includes peacetime homework, question answering, classroom discipline and so on; the final examination is basically a closed-book examination. In addition, the examination scope of the courses are too many, too wide and mostly closed-book. Students' temporary rote learning and passive learning do not work good while cause lots of unhealthy trend.

University of Heidelberg tests strictly to ensure moral education. "German institutions of higher learning also attach great importance to examinations and have strict regulations for examinations from the government to the schools. All the required courses and elective courses stipulated in the teaching plan must pass the examination, otherwise they will not graduate. The examination is an important link to ensure the quality of teaching." [3] The tests are centralized. University of Heidelberg subjects are only comprehensive examinations, in which students can choose from a variety of subjects, and the theory is based on oral tests. Less pressure of students' examination is advantageous to the individuality display.

4. Conclusion

There are differences between China and Germany in their national conditions, so are inevitable differences in moral education teaching. However, through the research and analysis of the ideological and moral education in Chinese and German universities, we find that there are some common things in the moral education teaching in the two countries, such as the infiltration of moral education in the teaching of various courses. Colleges and universities in both countries pay

attention to the ideological and moral education of college students in the practice of social life, so that college students can form moral cognition, moral emotion and moral will. In order to form a healthy psychology and develop a sound personality, colleges and universities in the two countries attach great importance to the mental health education of college students.

However, there are some differences: (1) compared with Peking University, there is no public course for undergraduate moral education in University of Heidelberg. (2) compared with Peking University, there are more elective courses in moral education for undergraduates in University of Heidelberg, and the discussion course emphasize the students' participation . (3) compared with University of Heidelberg, the assessment of undergraduate moral education course is more scientific. Students not only have less pressure in the examination, but also the courses emphasize individual creativity, dominance and comprehensive ability.

Through the above comparison, we can see that there are similarities and obvious differences between Chinese and German moral education teaching, showing different characteristics. The teaching of moral education in Chinese universities should not only give full play to its own advantages, but also absorb the advantages of German universities in advocating formative education and paying attention to the integration of moral education into all aspects of students' professional study. We should explore the new mode of moral education in colleges and build a new system of moral education in colleges and universities in line with the characteristics of the new era.

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