

Optimize the Carrier of “Internet + Moral Education” to Improve the Effectiveness of College Moral Education Practice

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Keywords: Internet + moral education, O2o model, Effectiveness of moral education practice

Abstract: In the “Internet +” era, with the rapid development of information technology and the widespread application of the Internet, along with the tremendous changes in social operations, college students' learning habits, lifestyles, and cognitive approaches have undergone irreversible changes, and more Internet elements are changing their aesthetic standards anytime and anywhere. The traditional moral education model is more difficult to arouse students' interest and directly affects the effect of moral education practice. Therefore, it is necessary to apply the advantages of information technology in the “Internet +” era to the practice of moral education in colleges and universities, and to learn from and optimize the carrier of “Internet + moral education” to improve the effectiveness of moral education in colleges and universities.

1. Introduction

The focus of the optimization of college moral education practice in the “Internet +” era is to study and solve how to ensure the effectiveness of college moral education practice. With the rapid development of information technology and the widespread use of the Internet, along with the changes in social operations, college students' learning, living, and entertainment behaviors have also changed correspondingly, and their learning habits, methods, and approaches have undergone tremendous changes. More Internet elements are rooted in the minds of college students, completely changing their aesthetic standards. The traditional moral education model is more difficult to please students, which directly affects the effect of moral education practice. The optimization of the “Internet + Moral Education” system is to apply the advantages of information technology in the “Internet +” era to the practice of moral education in colleges and universities, and to learn from the experience and models of industrial development in the “Internet +” era to find new methods and new methods for the practice of moral education in colleges and universities. Path, and continuously enhance the new vitality of moral education practice, thereby enhancing the effectiveness of moral education practice.

2. “O2o Model” Enhances the Attractiveness and Effectiveness of Moral Education Courses

For a long time, college moral education courses have strived to lead students to follow the direction of curriculum guidance. However, as the development of the Internet has changed the world, the attractiveness of traditional courses has been greatly reduced, and the effectiveness of moral education courses is in jeopardy. Minister Chen Baosheng of the Ministry of Education pointed out that the rate of raising the head of the students in the ideological and political theory course is not high, and the heart is not reached. The fundamental reason is that the content does not meet the needs of the students. The main reason is that the “formula” is relatively old and the “craft” is relatively rough. “Packaging” is not so fashionable, so the affinity is poor, and the head-up rate is low.

The organizational form and resource construction of moral education courses in colleges and universities urgently need to adapt to the trend of the times and make positive responses and changes. O2O (that is, Online to Offline, online to offline) is a widely popular business concept and model in the “Internet +” era. It combines offline business opportunities with the Internet, making the Internet a platform for online and offline transactions. Greatly increase business opportunities.

The construction of the “O2O model” of moral education courses is to make full use of the advantages of Internet connectivity, open integration, and massive information, use cloud computing and cloud platform technology to build online moral education courses, create a new online and offline interactive learning method, and build a rich, Vivid moral education curriculum resources, timely integration and feedback of learning evaluation, and effectively promote the improvement of moral education curriculum to more humane, individualized and effective aspects.

One of the innovation focuses of the “O2O model” of college moral education courses is to solve the contradiction that the content and form of traditional courses can no longer meet the changing cognitive needs of students. With the advent of the “Internet +” era, people's behavior and living habits have undergone unprecedented changes. In colleges and universities, the cognitive laws and study habits of students have also undergone tremendous changes. The content of traditional moral education courses is becoming less and less adaptable to this change. The content construction of moral education courses in the “O2O model” mainly relies on emerging information technology. Moral education content and resources “new bottled old wine”, so that moral education resources appear in front of students with a brand-new look, and use cloud computing and cloud platform technology to put moral education content on the Internet, so that students can choose to learn anytime and anywhere, which can be better The mobilization of students’ interest and enthusiasm for learning.

First, the construction of rich and vivid moral education content. Most of the content of traditional moral education courses give students the impression of stodgy and preaching, especially with the explosive growth of the Internet's massive information resources and multiculturalism, the various information that students are exposed to is becoming more fashionable and vivid, and the content of traditional moral education courses has become more fashionable and vivid. Unable to attract the attention of students. The “O2O model” moral education curriculum content construction makes full use of the advantages of emerging information technology to repackage the moral education content. For example, make full use of multimedia forms such as audio and video, animation, PPT to construct course content, or construct relaxed and entertaining operation experience courses, guide students to master knowledge in a task-driven manner, and show it in the face that students love, so that the moral education process can be embodied. Teaching through fun also reflects the original intention of practicing moral education to focus on experience and perception.

Second, the construction of moral education content that suits students' learning habits. With the continuous development of Internet learning functions, the teacher-centered learning method in the past has been completely changed, and students can use the Internet to conduct independent learning anytime and anywhere. The “O2O model” moral education curriculum content construction follows the students' decentralized and fragmented learning habits. The moral education curriculum content is divided into several parts according to knowledge points, so that students can use the Internet to learn anytime and anywhere, and the use of fragmented learning time can be greatly improved Learning efficiency. At the same time, the disassembled moral education content appears in short audio and video appearances, which also fits the characteristics of Internet learning that students cannot concentrate for a long time, effectively ensuring the effect of learning.

Third, the selection of humanized moral education resources. The “O2O model” moral education curriculum content construction focuses on the mutual complement of online and offline moral education resources. Teachers provide online courses with teaching resources, courseware, e-books, audio and video, etc. that match classroom teaching. Students can follow their own needs. Learning characteristics and preferences Choose moral education content and learning methods, and allocate the proportion of online learning and offline learning. This kind of humanized moral education resource selection is more suitable for students' learning rules, and can get more ideal results in the process of mastering moral education content .

The “O2O mode” of college moral education courses is to transfer traditional moral education courses from offline to online, based and guided by traditional moral education courses, and

packaged with information technology. The complementation of online and offline learning can greatly enhance the autonomy of students in learning, and the choice of learning path and progress can also respect the actual situation of the individual student, thereby improving the vitality and efficiency of learning.

First, the learning path is personalized. The “O2O mode” of moral education courses is a revolutionary change from standardised teaching in traditional classrooms to individualized learning for students. Every student's knowledge base, thinking ability and learning interest are different. This is the reason for teaching students in accordance with their aptitude. The “O2O mode” curriculum teaching allocates rich and diverse curriculum resources in the “cloud”. Teachers will formulate common learning goals and requirements, instead of restricting a unified learning pace like the standardization requirements of traditional classroom teaching, and students' learning autonomy has been greatly improved. The teaching process allows students to design and choose their own learning time, learning location, and learning plan based on their own interests, preferences, learning habits, ability foundation, and other individual differences. This kind of moral education curriculum teaching mode has completely changed the appearance of traditional moral education courses in the minds of students, and broke the passive situation of students in the past in moral education courses. They can choose their own learning order and learning path, and meet individual learning needs and individual differences. Respect, to a greater extent, improve students' interest in learning and the effectiveness of course teaching.

Second, online and offline complement each other. Moral education curriculum “O2O mode” is a typical mixed education model. Online and offline learning are the core parts of moral education curriculum learning. The face-to-face content teaching of offline teachers and students and online self-study of courses complement each other. The “O2O model” opens up the information and experience links of online and offline course content, which not only brings more choices to students' learning, but also brings more possibilities for teachers to design moral education courses. Teachers can arrange students Part of the specified learning content is completed through online self-learning before class, so that more teacher-student interaction can be introduced in offline classroom teaching, which is more conducive to the improvement of the teaching quality of moral education courses.

The teaching of moral education courses must ultimately be implemented in the students' grasp of the learning and understanding of moral education content. Teachers of traditional moral education courses teach in the classroom and cannot grasp the learning effects of students in time, nor can they understand the differences in students' learning. At the end of the course The exam or course essay cannot accurately reflect the learning effect. The “O2O model” moral education courses use the management advantages of Internet informatization, which can track students' learning trajectory, evaluate the learning effect in a timely manner, and intelligently assist the learning process, as well as complete the one-to-one interaction between teachers and students in a timely manner. The evaluation of the learning process greatly improves the effectiveness of the moral education curriculum.

The “O2O model” moral education curriculum allows students to gradually complete the learning content under the guidance of the intelligent analysis of the learning system according to the pre-designed learning process. The system will promptly show the students' learning effect through testing tools and methods, and give the next learning plan to ensure the logic of each student's online learning. Teachers are allowed to arrange online and offline learning content according to the course situation. Through the online informationized learning record system, they can accurately grasp the learning process and trajectory of each student, and understand the learning habits and common problems of students. In the next classroom teaching, teach targeted and solve problems together. In addition, the “retention” of student online learning data is not only the supervision and evaluation of the student's learning process, but also a platform for interaction between teachers and students. Under the traditional one-to-many teaching mode in the classroom, most students cannot communicate with teachers one-on-one, and the effect of moral education practice is greatly reduced. Online learning breaks the limitations of time and space, and provides

more communication between teachers and students. Openness and freedom, and open-hearted teacher-student interaction is more in line with the essential requirements of moral education practice activities, which greatly improves the teaching, learning and experience effects of moral education curriculum content.

3. New Media Platforms Highlight the Power and Appeal of Moral Education Practice

With the advent of the “Internet +” era, people's daily lives are increasingly dependent on the Internet, and traditional media play a smaller role in people's lives. Especially in the group of college teachers and students with the most active thinking and strongest learning ability, the scope and influence of traditional media are getting smaller and smaller, and college teachers have become the most active and widely used group of new media technologies. In the practice of moral education in colleges and universities, the moral education environment has an important influence on the effect of moral education practice. The moral education environment subtly infiltrates, guides and regulates students' ideological character, moral quality and behavioral norms. In the “Internet +” era, new media technologies have widely replaced traditional media and the trend that profoundly affects students' conduct has made new media platforms an important carrier and medium for moral education practice. How to use new media technology to strengthen the construction of new media carriers for moral education in colleges and universities, improve the discourse power and dominance of college moral education work in students' Internet life, and enhance the appeal of college moral education practice activities, has become the key point of college moral education practice innovation.

In the “Internet +” era, in the policy guidelines and market choices for the interconnection of everything and cross-border integration, people's production and lifestyles have undergone tremendous changes, and more and more real lives have been replaced by more convenient and fashionable Internet methods. When you carefully observe and summarize your own life, you will find that traditional newspapers, books, magazines, bulletin boards, etc. have alternative products to the Internet. In colleges and universities, with the development of mobile communication technology and Internet technology, it is more convenient for students to use mobile Internet terminals. They can use mobile terminals such as mobile phones to obtain information, leisure and entertainment, and interpersonal interaction. I'm looking at my mobile phone everywhere, even if I'm okay, I have to take it out and double-click it. It can be seen that the Internet has almost become the most important platform that affects students' knowledge accumulation and thought growth. The traditional carriers in the practice of moral education in colleges and universities can no longer meet the needs of students' growth, and new carriers of moral education practice are coming out soon. Using the new media technology of the “Internet +” era to strengthen the construction of moral education carriers is the best choice to ensure the effect of college moral education practice.

At present, new media platforms have become the most favorite growth environment for students. Colleges and universities to strengthen the construction of new media moral education carriers must accurately grasp the characteristics and preferences of students, go to the areas and areas where student activities are most frequent, and use the most favorite media methods of students to subtly influence and guide the growth of students. First of all, Internet mobile terminals, mobile clients and applications (APP) have become important media for students' Internet life. Students have become accustomed to using this form and appearance of tools for life and communication. Colleges and universities must pay close attention to the theme of moral education when they enter the Internet. The construction of the application program will show the content of moral education through students' favorite learning methods and channels, which is more conducive to increasing students' favorability of the learning content. Secondly, nowadays, new media platforms such as WeChat, Weibo, Qzone and other self-media, have almost become the main carriers for students to express their opinions, share mood, interpersonal communication, leisure and entertainment, etc. Students' thoughts are gathered on these platforms. , Communication, development, and finalization. Colleges and universities should seize this rare and naturally formed student network life distribution center, establish the school's official WeChat

public account, Weibo and QQ space, etc., through these new media means to package moral education content into students' willingness. The appearance of proximity, understanding and recognition can make moral education practice truly attractive and appealing.

4. A New Battleground for Discourse

The struggle for discourse power is mainly to solve the problem of how to attract students' attention and learn the content of moral education, and to establish the dominant power of the school's mainstream moral education thoughts on students' moral education. As an important carrier of moral education practice, new media platforms will surely become the main battlefield for the discourse power of moral education in colleges and universities. On the new media platform, the struggle for discourse power of moral education practice should start from two aspects, that is, "attract and retain." "The problem.

First, how to attract students to the new media platform established by universities. Colleges and universities should strengthen the exploration and innovation of the carrier construction of "Internet + Moral Education" to attract students to the campus new media platform to the greatest extent. On the one hand, colleges and universities should promote the establishment of moral education practice carriers on the new media life platform inherent to students. Where the students are, the tentacles of college moral education practice will reach out. When students find content of interest in their daily lives, how much will they do? Browse to the mainstream moral education content, so that the voice of moral education practice is everywhere; on the other hand, colleges and universities must use guidance and restriction mechanisms in a wise, planned and methodical manner for the construction of new media moral education practice carriers. According to the survey, among the main purposes of college students' browsing school-related websites, the proportion of students browsing the content of "School Thought Guidance and Thematic Education" is not optimistic, but other students have to browse the "necessities" of campus life, so colleges and universities should Educational news and management services related to students' learning and campus life and other vital interests are integrated into the new media platform, such as student's course selection, score inquiry, examination registration, school year summary, evaluation and evaluation, scholarships and grants applications, important Document publishing, etc., the use of new media to complete these student education management content not only achieves convenient and efficient results, but also enables students to log on to the mainstream moral education practice platform as a logical necessity, so that the school can firmly grasp the students. The initiative to log in to the campus new media platform and browse mainstream education information controls students' attention to the mainstream new media moral education platform, and creates favorable conditions for the new media media to play a role in the practice of moral education in colleges and universities.

Secondly, how to keep students in the new media moral education platform stably. The most significant feature of the new media moral education platform is that it has changed the face of the past moral education work, turning the original moral preaching into a media environment and culture. Through the creation of the environment and culture, students are allowed to choose their own educational content and achieve teachers through new media. Equal dialogue and interactive communication among students effectively enhance the effectiveness of moral education practice. Colleges and universities strengthen the construction of new media moral education platforms: First, on the basis of respecting the development of students' personality, continuously improve the quality and thickness of online moral education culture, and the content on new media platforms such as the school's official WeChat public account, Weibo and Qzone. The construction should be more sincere and more grounded, so that students can read the mainstream media more easily and more cordially; the second is to consciously train teachers, students and staff to become network masters and opinion leaders on campus, and make full use of Weibo and WeChat. With the guiding role of the client, we will carry out discussions and answer questions on moral education topics in a planned way in the environment of new media. If we have the right to speak on the new media platform, we will have the initiative and dominance of the practice of moral education; the third is

to guide teachers and students. Employees make extensive comments, likes, and reposts on the moral education content of the main melody to create a new media network environment that is clean and virtuous and resonates with the soul. Students have gains and feelings on the new media platform, and they will naturally browse these microblogs frequently. Blog, WeChat public account, Qzone, etc.

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