

# Research on the Path of Implementing the Fundamental Task of Moral Education and Talent Cultivation in Universities in the New Era

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**Abstract:** General Secretary Xi Jinping clearly stated in the report of the 19th National Congress of the Communist Party of China that "we must fully implement the Party's education policy and carry out the fundamental task of cultivating morality and talents". His important discourse on education has endowed moral education with richer connotations and distinct contemporary values. It not only profoundly reveals the core laws of talent cultivation in the new era, but also points out the direction for the reform and development of the education field. However, current Chinese universities are facing many challenges in implementing the fundamental task of cultivating moral character, such as incomplete understanding of the connotation, serious utilitarian tendencies, slow progress in educational reform, and imperfect guarantee mechanisms.

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## 1 The practical significance of establishing the fundamental task of cultivating morality and talents in the new era

In the context of the historical positioning and historical background of the new era, establishing moral education as the fundamental task of education is of great significance to universities. This measure not only helps universities achieve their talent cultivation goals in all aspects and fully tap into the educational potential of ideological and political courses, but also promotes the overall coordinated development of quality education, effectively nourishing people's hearts with culture and cultivating talents with morality. At the same time, it has significant and far-reaching guiding value for cultivating a new generation of young people who meet the requirements of the times, as well as promoting comprehensive progress in quality education in universities through the opportunities of the new era.

### 1.1 Beneficial for universities in the new era to fully implement talent cultivation goals

Education is the cornerstone of national rejuvenation and social progress, and talent is an important guarantee for promoting social development and civilization progress. Without virtue, people cannot stand strong, and without virtue, the country cannot prosper. Cultivating virtue and nurturing people is not only the core link of talent cultivation in universities, but also an effective way to cultivate high-quality builders and successors of socialism with Chinese characteristics. In the context of the new era, universities have made it a clear goal to cultivate socialist builders and successors with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor skills. The fundamental task of cultivating virtue and nurturing talents is of great significance for universities to cultivate high-quality talents with innovative, versatile, and application-oriented characteristics. It not only concerns the comprehensive realization of the talent cultivation goals of universities themselves, but also plays a decisive role in building socialism with Chinese characteristics and promoting the great rejuvenation of the nation in China.

### 1.2 Beneficial for universities in the new era to explore the educational function of ideological and political courses

On March 18, 2019, General Secretary Xi Jinping presided over a symposium for teachers of ideological and political

theory courses in schools and delivered an important speech. He elaborated on the significance of ideological and political education from the perspective of the overall development of the Party and the country, emphasizing the key leading role that ideological and political education plays in cultivating morality and talents. From the nature of the curriculum, ideological and political courses are not ordinary public courses, but specialized courses for ideological and political education. They belong to the national curriculum with distinct ideological attributes, and their core function is to "cultivate morality". From the perspective of curriculum function, ideological and political courses bear the important mission of cultivating socialist builders and successors, and nurturing new generations who are responsible for the great rejuvenation of the Chinese nation. It plays an irreplaceable role in enriching students' spiritual world, enhancing their spiritual strength, improving their personality and psychology, and promoting the healthy growth of adolescents.

### **1.3 Beneficial for the overall promotion of quality education in the development of universities in the new era**

In the early stages of our party's development, the educational philosophy of "putting education first and moral education first" was clearly put forward. The fundamental task of cultivating virtue and nurturing people is the adherence and development of the "people-oriented" educational philosophy, which emphasizes placing the cultivation of virtue and nurturing people at the forefront of educational work. In the context of the new era, universities must firmly adhere to the principle of "student-centered" and strive to promote students' comprehensive growth and progress in promoting quality education.

Looking back at past ideological education work, it is not difficult to find some shortcomings. For example, in the teaching process, there is often too much emphasis on imparting and accumulating knowledge, while neglecting the cultivation and improvement of students' self abilities; For example, placing too much emphasis on students' exam scores while ignoring the requirements of quality education has led to significant shortcomings in students' ability development. The existence of these problems seriously restricts the healthy development of China's education industry. In order to reverse this situation, the Party and the state have started from multiple levels, actively promoted the reform and innovation of education methods, and continuously pushed for the deepening of ideological and political education for college students. By improving teaching methods and enriching teaching content, we strive to enhance the connotation and quality of teaching.

## **2 The realistic dilemma of achieving the fundamental task of cultivating morality and talents in universities in the new era**

### **2.1 Pursuing utilitarian environment hinders the realization of fundamental tasks**

In recent years, China's higher education industry has made significant achievements in its development process. Many universities actively respond to and practice the concept of cultivating morality and talents, establishing this concept as the fundamental task of education, making talent cultivation the core development goal, and attaching great importance to the growth and success of students.

However, in the practical process of implementing the fundamental task of cultivating morality and talents in universities, the utilitarian social environment has had an undeniable impact, leading to occasional deviations in the positioning of universities. Some universities will devote more energy to the construction of key disciplines, majors, laboratories, and projects, aiming to enhance the comprehensive strength and reputation of the school. After all, these aspects of evaluation and inspection have clear and strict hard indicators, making it difficult for schools to independently control the evaluation process. In this way, universities have to some extent neglected the cultivation of the ideological and moral qualities of college students. In addition, some universities, in order to meet the needs of the social talent market and improve the employment rate of the school, only focus on training students' various professional skills according to social needs, but neglect the cultivation of students' professional ethics and innovation ability.

### **2.2 Bottlenecks in university reform hinder the realization of fundamental tasks**

Driven by the wave of the information age, social transformation continues to deepen, and the reform of the higher education system is constantly advancing. This series of changes has broadened the horizons of college students, and their values, ways of thinking, and behavior patterns have undergone corresponding changes. In this context, the traditional content, methods, and approaches of moral education are no longer able to meet the actual needs of students. Firstly, from the perspective of ideological and political education in universities, education on ideals and beliefs, socialist core values, and excellent national culture are its main components. However, in the actual implementation of education, these educational contents have exposed problems such as being outdated, abstract, and singular. They cannot keep up with the pace of the times, cannot meet the diverse needs of contemporary young students, and cannot provide comprehensive and in-depth cultivation for students. Secondly, in terms of the implementation of moral education, the current approach mainly relies on theoretical courses of ideological and political education. Universities have failed to fully tap into the moral education resources contained in other disciplines, and have not been able to achieve the coordinated progress and joint efforts of "ideological and political courses" and "curriculum ideological and political education". Moreover, the theoretical courses of ideological and political education mostly adopt the form of co teaching, and in some universities, there are even situations where the class size of ideological and political courses can reach hundreds of people. In terms of teaching methods, the emphasis is still on one-way indoctrination by teachers and passive listening by students, which makes it difficult to effectively carry out social practice teaching, hinders the strengthening of interaction and communication between teachers and students, and makes it difficult to achieve personalized teaching, ultimately leading to unsatisfactory teaching results in ideological and political courses.

### **2.3 Unfavorable guarantee mechanism hinders the realization of fundamental tasks**

To achieve the fundamental task of cultivating morality and talents in universities, it is necessary to rely on sound systems and mechanisms to provide guarantees. However, currently, there are still many problems in the implementation of moral education in universities, and the relevant mechanisms to ensure the smooth progress of moral education are not yet sound and urgently need to be improved. Specifically, the main problem lies in the failure of the education mechanism to achieve multi-party collaborative cooperation; The incentive mechanism lacks positive and effective measures. These issues have to some extent hindered the achievement of the fundamental task of cultivating virtue and talent. To achieve the fundamental task of cultivating moral character and talents, universities must fully leverage the collaborative effectiveness of multiple mechanisms for nurturing students. Only through mutual connection, coordination, and active communication among various educational subjects can we achieve good educational results and effectively enhance the effectiveness of education. However, current universities have neglected the construction of educational synergy when carrying out the work of cultivating morality and talents, which has resulted in a lack of solid support for the education work and is not conducive to the true implementation of the fundamental task of cultivating morality and talents. Firstly, there is a lack of close collaboration among various educational entities within universities. The main educational forces in universities, such as party and government departments, ideological and political theory teachers, counselors, and psychological counseling teachers, have not yet formed a collaborative education mechanism with other subject teachers, full-time management personnel, and logistics service personnel, making it difficult to achieve a full staff education model. Secondly, the collaborative mechanism between "ideological and political courses" and "curriculum ideological and political education" is not yet perfect. There is a lack of effective connection between ideological and political education courses in universities and other courses. Teachers and students in universities do not attach enough importance to ideological and political education courses, and students' interest in teaching ideological and political courses is not high, which leads to unsatisfactory teaching results.

## **3 Innovation in the Path to Achieving the Fundamental Task of Moral Education and Talent Cultivation in Universities in the New Era**

### **3.1 Deepen the promotion of "three pronged education"**

In his important speech at the National Conference on Ideological and Political Work in Colleges and Universities,

General Secretary Xi Jinping emphasized that "we must adhere to the central link of cultivating virtue and educating people, integrate ideological and political work into the entire process of education and teaching, achieve all-round, full process, and all-round education, and strive to create a new situation for the development of higher education in China." From this, it can be seen that in the development process of higher education, cultivating virtue and educating people has been placed in an extremely critical position.

The concept of "three pronged education" conforms to the essential requirements of cultivating morality and talents in higher education, and conforms to the development trend of talent cultivation. In order to further deepen learning and implement the fundamental task of cultivating morality and talents, higher education needs to gather the joint force of educating people. Specifically, we need to create a "all staff education" pattern, fully mobilize the enthusiasm of every educational participant, and form a community of education; We should respect the laws of education, integrate education work into every stage of students' learning and growth, and solidly promote the "whole process education"; To integrate various educational resources, provide students with rich educational nourishment from multiple dimensions and levels, and build a "comprehensive education" system.

### **3.2 Emphasize the construction of teacher ethics and style**

The core of education lies in nurturing people, and the primary task of nurturing people is to cultivate moral character. Teacher ethics can be regarded as the soul of teachers. The construction of teacher ethics and style is related to the healthy development of China's education industry and has a significant impact on the implementation of the fundamental task of cultivating morality and talents.

Overall, the comprehensive quality of university teachers in China is relatively high. They love the cause of education and have also produced many professional ethics models who are dedicated to their work and love their students. However, there are still some significant issues in the current construction of teacher ethics, which greatly constrain the harmonious development of education. To implement the fundamental task of cultivating moral character and promoting the healthy growth of students, it is necessary to attach great importance to the construction of teachers' professional ethics and style. Specific measures can be taken from the following three aspects:

Firstly, in terms of enhancing the self-cultivation of university teachers, it is necessary to strengthen their professional ideals and ethics education, improve their awareness of professional ethics, clarify the goals and directions of their professional ethics cultivation, and grasp their specific requirements. Teachers can be guided to establish lofty ideals and beliefs through regular symposiums, seminars, book clubs, and other diverse learning activities, Guide teachers to establish lofty ideals and beliefs, cultivate excellent teaching and learning styles, and develop rigorous academic attitudes and a spirit of dedication.

Secondly, in creating an environmental atmosphere, we should pay attention to leveraging new media to play the exemplary and leading role of role models. Seriously carry out the selection of exemplary teacher ethics, vigorously promote socialist democracy, justice, and advanced culture, create a good atmosphere of respecting teachers and valuing education in the whole society, so that teachers can feel the respect and recognition of society, and thus more firmly devote themselves to the education cause.

### **3.3 Promote the reform of moral education and ideological and political courses**

To implement the fundamental task of fostering moral character and educating students, it is necessary to fully leverage classroom teaching as the main channel of school education. By gradually advancing, a good situation of collaborative education from "ideological and political courses" to "curriculum ideological and political education" has been established. In this process, we must closely adhere to the core point of cultivating morality and talents, and effectively integrate the concept of cultivating morality and talents throughout the entire process of education and teaching. With the goal of helping students grow and succeed as the guiding principle of educational work, we ensure that the key position of ideological and political courses remains unshaken.

The ideological and political education course is the main battlefield of ideological and political education in universities, while other courses, although different in teaching content and methods from ideological and political

education courses, also contain rich ideological and political education materials and play an important role in educating students. Therefore, when carrying out ideological and political education for college students, it is necessary to fully tap into the moral education resources in various courses, so that all courses in universities not only impart knowledge, but also undertake the mission of cultivating virtue and talent, thereby achieving comprehensive and all-round coverage of ideological and political education in universities. To build an integrated curriculum system that aligns various courses with ideological and political courses, and jointly plays a role in educating students, efforts need to be made from the following aspects:

Firstly, promote curriculum integration and achieve the mutual integration of ideological and political courses and professional course teaching resources. In the process of imparting knowledge in professional courses, rich ideological and political education resources are integrated, such as scientific innovation spirit, patriotism spirit, etc., so that students can unconsciously receive ideological and political education when studying other courses. At the same time, ideological and political teachers should understand the professional background of the students they teach in advance, grasp the latest developments in relevant professional fields, combine professional knowledge with ideological and political theories, form new teaching materials, and impart them to students in a way that they enjoy, thereby stimulating their enthusiasm and initiative to learn ideological and political courses.

Secondly, establish an effective top-down guidance mechanism. In response to the belief of some professional course teachers that their responsibility is only to impart professional knowledge, and that ideological and political education is the task of ideological and political course teachers, the school party committee, academic affairs department, student work department, and ideological and political course teaching department should strengthen communication and guidance, so that these teachers can truly understand and actively explore the moral education resources in the subject system from an ideological perspective, and combine the characteristics of the subject to infiltrate into various teaching links in an implicit way, forming a good situation of collaborative education.

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