REVIEW ARTICLE

ON THE CULTIVATION OF COLLEGE STUDENTS' SOCIAL RESPONSIBILITY

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ARTICLE DETAILS

Article History:

Received 12 September 2020
Accepted 15 October 2020
Available online 21 October 2020

ABSTRACT

The sense of social responsibility refers to the responsibility and obligation that the social subject with special status should take for building a better society. The identification of college students with social responsibility is a process in which college students, as the main body of social identification, guide their behavior and practice according to the standard of the social responsibility they should undertake on the basis of their cognition and understanding of the concept and connotation of social responsibility. Aiming at the cultivation of contemporary college students' sense of social responsibility, we should combine theoretical study, practical education and mechanism guarantee to achieve the aim of social responsibility education.

KEYWORDS

College student, Social Responsibility, Education, Role, Identify with.

1. AN OVERVIEW OF COLLEGE STUDENTS 'SENSE OF SOCIAL RESPONSIBILITY

The sense of social responsibility refers to the responsibility and obligation that the social subject with special status should take for building a better society[1]. According to the scope of the subject, it can be divided into responsibility to oneself, responsibility to others and responsibility to the country and the world. As a relatively fixed theme of society, the social responsibility that university students have is very important. Specifically, the identification of university students with social responsibility is the subject of university students' social identification, on the basis of cognition and understanding of the concept and connotation of social responsibility, showing the psychological acceptance and value choice, and then accepting their own social responsibility voluntarily and emotionally, and Take the initiative to transform it into their own long-term stability of understanding, emotion, will and ability and other internal qualities, and ultimately as a standard to guide their own behavior and practice process. The essence of the identification of social responsibility of university students is the independent choice of the concept of responsibility of university students, and it is a complicated spiritual and practical activity, it must go through a process from the recognition of social responsibility to the emotional identity to the practical identity[2].

Social Responsibility Identification of college students is not only a process of cognitive and emotional congruence and resonance, but also a process of behavioral convergence and a unified and integrated identification structure. From a theoretical point of view, the cognitive identity, emotional identity and practical identity of social responsibility are sequential and progressive in level, but from a practical point of view, it is

difficult to distinguish their chronological nature, there will often be multi-terminal, co-progress and mutual promotion. Therefore, the social responsibility identification of college students is a continuous process of deepening responsibility cognition, cultivating responsibility emotion and forming responsibility behavior[3].

In the process of cultivating contemporary college students' sense of social responsibility, theory is the guide, practice is the only way to choose, and mechanism is the guarantee. Rich theory promotes the development of practice, but the role of practice cannot be ignored and the establishment of long-term mechanism to provide safeguard function is indispensable. Through the organic combination of the three, promote the effective development of the cultivation of Contemporary College Students' social responsibility[4]. The social practice of going deep into society, Understanding Society and serving society is an important way for contemporary college students to increase their talents and enhance their sense of social responsibility, which effectively promotes the understanding, internalization and identification of social responsibility of college students.

We should make full use of new media to open up a new front for the cultivation of contemporary college students' sense of social responsibility. The Contemporary College students are the followers and users of the new media. "digital survival" is a true portrayal of the cultivation of the new media into the contemporary college students' sense of social responsibility[5]. In the process of cultivating contemporary college students' sense of social responsibility, it is necessary to occupy the space of new media with advanced culture, firmly establish the consciousness of main position, grasp the initiative of online public opinion, and integrate mainstream ideology into new media, we will

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Website:
www.socvsoc.com

DOI:
[10.26480/svs.02.2020.37.39](http://doi.org/10.26480/svs.02.2020.37.39)

strengthen the education, guidance, supervision and supervision of the use of the Internet by Contemporary College Students, and promote the green development of the new media position in the cultivation of the social responsibility of contemporary college students.

2. ROLE IDENTIFICATION OF COLLEGE STUDENTS

The role is the person's identity mark of a certain social status in the social relations in a certain time and space in social practice, and its essence is social role. Social role is the reflection of people's various social attributes or social relations and the basis of social constitution. Different roles are to some extent linked to the interests of the individual and others, the collective and even the state, but also are inevitably given the corresponding role of responsibility. In the complex social relations, college students play various roles all the time. They are the identity of college students in the social relations. College students choose a certain role, it means that they have voluntarily chosen the social responsibility that this role carries[6].

Role identification is the premise of role responsibility identification and the beginning of role behavior. In essence, role identification is a kind of confirmation from the heart to a particular social relationship. The role identification of college students can be understood as the recognition of role norms and the achievement of correct role orientation in the interaction among people, people and groups, groups and groups, self-awareness, self-reference and self-definition can be achieved through full cognition and self-awareness of the social role they play.

The formation of social responsibility identification of any role cannot be separated from the effective identification of its corresponding role. Only when people have a higher identification of their own role can they produce corresponding social responsibility identification according to their own qualifications and abilities, the higher the degree of recognition of both, the greater the motivation for them to fulfill the social responsibility of their respective roles. Therefore, we should guide the college students to recognize and accept their own roles, especially the roles they cannot discard, which is also an inner recognition of their own social relations, including the identity of the specific identity of university students, social citizenship and world citizenship and other roles.

In the final analysis, identification is the reorientation and evaluation of people's sense of meaning, and it is a problem of value identification[7]. Value Identification is the fundamental force of a society to unite its members, which can eventually lead people to obtain the commonness of meaning and form the consensus of value. Social responsibility identification is a kind of value choice and value identification, which is the result of the action of certain values on people. The Social Responsibility Identification of college students is a process in which college students constantly change their structure of values so as to adapt to the socialist dominant value norms. On the one hand, it is the process of social value guidance, value transformation and value integration. On the other hand, it is also the process of value judgment, value choice and value practice of college students.

The process of social responsibility identification of college students is a process of organic unification of individual value and social value in the process of mutual infiltration and influence of value concept and value selection standard, this process facilitated their value transformation. Moral internalization refers to the transformation of social morality into one's own internal code of conduct and value goal by external education, indoctrination, demonstration and guidance, and through individual study, choice and identification, the formation of the corresponding individual moral character, to achieve the subject of conscious moral behavior practice sublimation process.

It can be seen that moral internalization is a special form of internalization, in which moral subjects internalize external moral rules into their own values and behaviors through self-education and practice, and invisibly enhance the moral subject of the sense of mission and responsibility of the

process. Moral internalization plays a dominant role in the formation and development of individual morality, and is also the core psychological mechanism for the generation of responsibility identification of college students. Because identity is the process of identity subject acting on identity object, and identity object reacting on identity subject. "identification, although it can arise from a dominant system, can only be called identification if the social actors internalize it and construct its meaning around this internalization." So identification does not exist naturally, it is constructed through the subject's internalization, and is the unity of the process of the subject's objectification and the object's subjectification. Only when the external requirements are internalized into their own internal beliefs can they have a lasting and stable identity.

The same is true of college students' identification with social responsibility. The process of moral internalization is the process of transforming social morality into individual morality. It is through the mechanism of moral internalization that college students can transform social responsibility norms and responsibility requirements into their own moral needs, it becomes the inner strength and lasting support to control and control the responsible behavior, and finally guides the behavior and practice according to this standard.

3. ON THE CULTIVATION OF COLLEGE STUDENTS 'SENSE OF SOCIAL RESPONSIBILITY

Words and deeds play a basic role in the cultivation of contemporary college students' sense of social responsibility. The acquisition of relevant moral education theory and practical knowledge is the premise of the cultivation and practice of sense of responsibility and socialist core values. School teachers, moral education staff, school psychological counselors and other different forms of moral education workers should pay attention to the form of language and other clear transmission, thorough analysis, clear explanation, to help contemporary college students contact, understanding, identification, internalization, guidance and practice. It is a scientific and reasonable way to effectively transfer knowledge transfer and education to achieve a win-win situation. In the course of communication, we should give full play to the charm of the theory of social responsibility, increase the depth and thickness of the theoretical education as far as possible, and take measures to convince people by reason so as to achieve the conviction of contemporary college students in the theory of social responsibility and achieve their inner identity, in order to achieve the purpose of social responsibility education.

Teaching by example is the key to the cultivation of contemporary college students' sense of social responsibility. In the process of cultivating the contemporary college students' sense of social responsibility, we should guide, influence and educate the people around us, optimize the environment of social education, and realize the responsibility consciousness of the contemporary college students. Through the development of various forms of educational practice activities, to promote the awareness of social responsibility and practice, play a positive role in society, to form a good social atmosphere, for the responsibility of college students to provide a good training environment.

As the subject of identity, the person is not only the participant and receiver of social relations, but also the remaker and creator of social relations. Social relations stipulate people's social responsibility and people can change social relations by fulfilling and assuming their social responsibility. Therefore, although the existence and content of social responsibility are objective, but, people's perceptual knowledge of social responsibility, rational identification, as well as the choice and choice of social responsibility, and so on, all embody people's subjective initiative[8]. Similarly, in the process of social responsibility identification, college students are not passive recipients, they have relatively perfect knowledge structure, and have the initiative of value judgment, value choice and value practice, at the same time has a certain theoretical innovation ability.

College students in the process of social responsibility identification, will

play their own subjective initiative to the social system has a dynamic reaction. Young University students are the most active and energetic social force, playing the role of the vanguard in the process of promoting the historical development and changes and social progress. They are the backbone of the future society, and their attitude towards social responsibility, to a certain extent, it will directly determine the value orientation of the concept of social leading responsibility in the coming decades.

Therefore, whether college students can establish social responsibility identification is related to whether they have a sense of social responsibility[9]. On the one hand, because of the difference of individual's ideology, self-quality and personality traits, the status of social responsibility identification will show heterogeneous and complex diversity. On the other hand, the values of young college students are not fully formed, and they are easily influenced by external factors and environment, which leads to the diversity of social responsibility identification.

As the realistic environment for the survival of the young college students, the open and pluralistic modern society promotes the differentiation and diversity of their social responsibility identification. This characteristic focuses on the differentiation of social responsibility identification of college students. Social responsibility identification is a special thinking state and value judgment system of the behavior subject, it can produce the corresponding psychological cognition and emotional experience and stimulate the corresponding behavior activity through certain situation condition and concrete practice activity, making the social responsibility become a kind of internal thinking mode and behavior standard of the behavior main body. The Social Responsibility Identification of college students has rich connotation, and has its own inherent logic and characteristics [10]. In the implementation of responsibility education for college students, we must fully grasp the above connotation and characteristics, give full play to the subjectivity of college students, and realize their high recognition of social responsibility, push them to develop themselves, improve themselves and realize their life value in practice.

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