

The Triple Logic of Implementing the "Fostering virtue" Project in Higher Education Institutions in the New Era

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Abstract: With the development of education globalization and the improvement of the comprehensive quality of talents, all countries pay attention to the moral cultivation of students. In traditional university education, knowledge transfer and professional skills training often occupy the dominant position. However, in recent years, the society has put forward higher requirements for the moral quality and social responsibility of talents. This demand has prompted universities at home and abroad to start thinking about how to integrate the concept of moral education and cultivate talents with high moral character and social responsibility. Therefore, the implementation of moral cultivation project has become the primary task of every country to build an education power. This paper delves into the triple logic of implementing the "Fostering virtue" project in higher education institutions in the new era: historical logic, theoretical logic, and practical logic. The paper reviews the development of fostering virtue as the fundamental task of education since the founding of the People's Republic of China 75 years ago, explores the theoretical foundation of fostering virtue, and elaborates on the work focus and practical requirements for higher education institutions to implement the "Fostering virtue" project in the new era, aiming to provide a working idea and theoretical support for higher education institutions to implement the "Fostering virtue" project in the new era.

Keywords: New Era; Higher Education; Fostering virtue Project; Logic

1. Introduction

Fostering virtue has been a fundamental requirement for education in China throughout its history. Since 2012, China has put forward a series of important discourses and guiding opinions centered on "fostering virtue," charting a course for education reform in the new era. As the primary battleground for talent cultivation, higher education' implementation of the fundamental task of fostering virtue not only represents a continuation and development of historical traditions but also an active response to the demands of the times.

It is the fundamental task of fostering virtue, and it is the common value pursuit of universities at home and abroad. Chinese colleges and universities have established moral education as the fundamental task of education, through the implementation of the whole process of the whole process of Ideological education curriculum system, morality, intelligence, physical education, the United States, labor and other ways to implement the basic task of "training social builders and successors". Compared with domestic colleges and universities, although foreign colleges and universities do not put forward the concept of "moral cultivation", they attach great importance to the comprehensive development and moral cultivation of students. Foreign universities usually emphasize and pay attention to the cultivation of moral concepts, innovative spirit, global vision and social responsibility in students' practice [1,2]. Compared with the invisible expression of moral education in foreign colleges and universities, Chinese colleges and universities pay more attention to explicit education. Through systematic curriculum setting and practical activities, Chinese colleges and universities clearly integrate the concept of moral cultivation into the whole process of education and teaching, so as to ensure that students can

simultaneously improve their moral quality and social responsibility while learning knowledge [3]. Through the organic combination of explicit education and recessive education, domestic colleges and universities have formed a unique educational model in the aspect of fostering virtue, which not only emphasizes theory teaching, but also emphasizes practice, and comprehensively cultivates students' comprehensive quality. At the same time, drawing on international advanced experience, domestic colleges and universities continue to optimize their moral education system, broaden their international horizons, and strive to cultivate outstanding talents with both local feelings and international competitiveness in the context of globalization [4,5].

2. Historical Logic: The Mainline of Educational Undertakings

Fostering virtue, as the fundamental task of education, has deep historical roots. From the ancient concept of "teaching for transformation," emphasizing the cultivation of people's moral character through education, to the modern concept of "all-round development of morality, intelligence, physical fitness, aesthetics, and labor," which emphasizes the comprehensive development of students' intellect, physical fitness, aesthetics, and labor skills on the basis of moral education, and to the contemporary educational goals, which emphasize cultivating comprehensively developed talents who meet the needs of modern social construction, fostering virtue has always been at the core of educational work.

Since the founding of the People's Republic of China 75 years ago, China has always focused on the fundamental issues of education and taken fostering virtue as its fundamental task, continuously promoting the development and progress of education. The Common Program of the Chinese People's Political Consultative Conference adopted in 1949 made provisions regarding public morality, namely "loving one's country, loving the people, loving labor, loving science, and cherishing public property" [6], reflecting expectations for citizens' basic moral norms and behavioral

standards. These moral requirements not only regulate the behavior of individual citizens but also have important guiding significance for educational work.

Since the reform and opening up, China has shifted its focus to economic construction while attaching greater importance to the development of education. The state once clearly put forward the "three orientations" of education and the goal of "four kinds of people," reflecting China's deep understanding and far-sighted vision of education. These guidelines and goals have not only guided the reform and development of Chinese education but also have important significance for cultivating talents who meet the requirements of the new era, promoting social progress, and national development.

In the 21st century, the importance of education has become even more prominent, making it the cornerstone of national development. In August 2007, at a symposium with representatives of outstanding teachers nationwide, the educational concept of "fostering virtue" was formally proposed for the first time, clearly stating that this is the fundamental task of educational work. This concept emphasizes that education should not only impart knowledge but also pay attention to cultivating students' moral character and personality, enabling them to become socially responsible individuals with both moral integrity and ability.

Since 2012, China has put forward a series of important discourses on the "fundamental task of fostering virtue," "the requirements of fostering virtue at different educational stages," "taking the effectiveness of fostering virtue as the fundamental standard for examining the work of schools," "guidance for the growth of adolescents and expectations for fostering virtue," and "the importance of fostering virtue in the construction of an education powerhouse." From 2017 to 2022, China has consistently emphasized the comprehensive implementation of the corresponding educational policies and the fulfillment of the task of fostering virtue [7]. It requires schools at different educational stages to place moral education in an important position, and while imparting knowledge to students, also impart virtues, paying attention to strengthening students' ideological and

moral education and values education.

In July 2024, China once again emphasized improving the mechanism of fostering virtue and promoting the integrated reform of Ideological education courses in schools at all levels. In September 2024, the National Education Conference stressed the importance of "adhering to and implementing the New Era project of fostering virtue, and steadily advancing the strategic goal of building an education powerhouse around this core task." These directives reflect China's deep understanding of the laws governing education work and provide clear directions and fundamental guidelines for higher education in the New Era to implement the project of fostering virtue.

From the important discourse on "fostering virtue" it is evident that implementing the New Era project of fostering virtue is of great significance for achieving educational modernization, building an education powerhouse, and providing education that satisfies the people. Adhering to the goal of fostering virtue is the fundamental task and key objective of education in the New Era. Implementing this project helps improve students' comprehensive quality, promote their all-round development, and cultivate them into talents who possess innovation, practical ability, moral character, and cultural literacy.

3. Theoretical Logic: The Theoretical Basis for Higher Education to Implement the Project of Fostering Virtue

The theory of comprehensive human development serves as the theoretical basis for higher education to implement the fundamental task of fostering virtue. The basic connotation of the theory of human comprehensive development includes the development of labor capacity, physical and intellectual capabilities, and the free development of individual personality. Comprehensive human development involves the overall enhancement of human abilities, qualities, and needs, including the coordinated development of physical and intellectual abilities, the harmonious unity of individuals and society, and the balanced development of material and spiritual life [8]. Moreover, education should be integrated

with productive labor to achieve the comprehensive development of individuals. Education should not be limited to traditional classroom learning but should extend into practical production labor. By participating in labor, children and adolescents can apply theoretical knowledge to practice, gaining a deeper understanding and mastery of knowledge, while also cultivating their practical skills and problem-solving abilities. The integration of education with productive labor not only promotes individual development but also enhances social production efficiency. Educated workers can participate more effectively in production activities, driving the development of society's economy. The ultimate goal of education is to cultivate individuals with comprehensive development. Such individuals should not only be intellectually and physically developed but should also possess good moral character, aesthetic abilities, and labor skills, enabling them to play a positive role in society. The combination of education and productive labor ensures that individuals learn and grow through practice, thus more fully developing their potential.

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Modern educational theory constitutes the key theoretical support for higher education to achieve the fundamental task of fostering virtue. This theoretical framework emphasizes the importance of quality education, advocating for the promotion of students' intellectual growth as well as their moral cultivation, physical activities, and aesthetic abilities in educational practice. This concept of education, which pursues comprehensive development, embodies the core meaning of the goal of fostering virtue. Some important core arguments about education and ideological and moral construction have provided a theoretical basis and practical guidance for higher education to carry out the fundamental task of fostering virtue. Education is not only the transmission of knowledge but more importantly the shaping of values and the cultivation of personality. Education should not only pay attention to the intellectual development of students but also focus on the cultivation of their moral character, physical health, aesthetic taste, and labor skills, in order to achieve the comprehensive and harmonious development of individuals. Education must adhere to its direction, establish the cultivation of morality and people as the core task of education, and be committed to cultivating outstanding talents with noble moral character, solid professional knowledge, and innovative spirit. These core arguments provide clear direction and action guidelines for higher

education workers and have effectively promoted the healthy and sustainable development of higher education.

4. Practical Logic: Concrete Measures for Higher Education to Implement the "fostering virtue Project"

At the school level, promoting the "fostering virtue Project" is a systematic project. It requires higher education to strengthen their organizational and coordination capabilities; it is necessary to establish the concept of "all-school unity" and achieve inter-departmental cooperation; it requires the active participation of all teachers and students to ensure the actual implementation of "all-round education" and "the cultivation of moral, intellectual, physical, aesthetic, and labor qualities"; at the same time, it is also necessary to continuously innovate while adhering to the right principles.

Since 2012, China has provided political direction and organizational guarantees for the cause of education, which is a key factor in ensuring the correct implementation of educational policies and the realization of educational goals. Adhering to ensuring the effective implementation of the fostering virtue Project with the joint participation of multiple subjects provides a solid social support system for the achievement of educational goals.

Adhering to the concept of comprehensive development in education and placing moral education first is the fundamental principle of education. The comprehensive development of individuals is the goal we strive for. Emphasizing moral cultivation is not only a fine tradition in China's education but also an important cornerstone for talent cultivation in higher education. China has always placed moral education at the top of its educational priorities, stressing the importance of virtue first, educating through virtue, and teaching with virtue, ensuring the prominent position of moral education in the process of nurturing people.

It is crucial to fully leverage the key role of teachers. "Teachers are the foundation of building education and the source of promoting education." China has put forward the standard of the "four good teachers" and called on teachers to become the "four

guides," adhering to the "four unifications". [9] It strongly advocates promoting the spirit of educators and clearly states that strengthening the teacher workforce is the most fundamental task in building an education powerhouse. At the same time, it encourages the promotion of a social climate that respects teachers and values education, strengthening the construction of teacher ethics to cultivate and build a high-quality teaching workforce in the New Era.

Strengthening Ideological education courses as a key curriculum. Since 2012, China has attached great importance to the construction of Ideological education courses and emphasized that "Ideological education courses are the key to implementing the fundamental task of fostering virtue ". [10] With the development of the times, the position of Ideological education courses as a main battlefield has been continuously consolidated and strengthened. Higher education must persistently use the Ideological education theories with Chinese characteristics in the New Era to shape the soul and nurture students, guiding young people to establish the aspiration to serve the country and build a strong nation, and become responsible and hardworking individuals. At the same time, higher education should strengthen the intrinsic development of various departments, focusing not only on improving the form but also on cultivating the spirit, not only transmitting knowledge but also shaping the soul, putting considerable effort into enhancing leadership, influence, and appeal. Expanding the "Big Ideological education Education" framework. Strengthening the internal and external coordination efforts is essential. Internally, it is necessary to enhance communication and cooperation, achieve resource sharing, and ensure the alignment of all parties, effectively integrating the "first classroom" and the "second classroom," the school's "small classroom" and society's "big classroom," as well as Ideological education courses with "curriculum-based Ideological education education," in order to maximize the potential of collaborative education. Externally, it is important to strengthen cooperation among families, schools, and regions, and comprehensively promote the

integration of Ideological education courses from primary schools to higher education.

5. Conclusion

The implementation of the "fostering virtue " project is not only crucial for the future development of education but also for the long-term development of the nation and the future of the Chinese people. Higher education play a vital role in achieving this grand goal. They are not only inheritors of knowledge but also shapers of values, bearing the significant responsibility of cultivating socially constructive individuals with both moral integrity and professional competence, as well as reliable successors for the future.

To better fulfill this mission, higher education must continuously explore and innovate in educational practice. They need to make full use of key courses, value the dual-subject status of both teachers and students, adhere to the integration of the five areas of education, strengthen the collaborative mechanisms among families, schools, and society, and build a new "fostering virtue " system tailored to the New Era and its new journey. This will help form a unified and concerted effort in nurturing talent.

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