

## **A Literature Review on College Students' Core Values Identity from The Perspective of Subjectivity in China**

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### **Abstract**

Values are the old research topic. As long as there is culture, there are values. There are abundant achievements, practical cases and philosophical foundation in the study of values in China and the West, which lay a solid foundation for the study of this topic. By combing the research status at home and abroad, systematically discusses and summarizes the subjectivity characteristics of contemporary college students, analyses the cultivation status of college students' core values, and provides theoretical basis and reference for further promoting the research of college students' subjectivity and core values cultivation.

**Keywords:** College student, core values, subjectivity, literature review

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### **1 Introduction**

The cultivation and education of college students are related to the future development of a country and the direction of society. (Zhang, 2010) College students are in the period of value formation and establishment, so it is especially important to grasp the formation of their values. In October 2012, the report of the 18th National Congress of the CPC put forward the concept of advocating socialist Core Value for the first time. It explained the value guidelines and orientations from three perspectives: state, society, and citizens. Among them, "wealth and strength, democracy, civilization and harmony" and "freedom, equality, justice, and the rule of law" reflect the value orientation of national development goals and social system, while "patriotism, dedication, honesty and friendliness "are the universal values pursued by the people at the life level.

College students' subjectivity is concentrated in two dimensions of subject consciousness and subject ability in higher education teaching activities. The subject consciousness of university students is mainly the content and the way of acquiring students' own roles, rights, and responsibilities. The

subjective ability of university students is mainly the ability of students to control their self-growth, self-development, and self-improvement, which is the ability of students to choose beneficial conditions and adapt to unfavourable conditions actively and to take various measures and means to promote their all-round development and make their subjectivity develop continuously upward. (Cai, Li, 2017). Students are not passive and passive objects in education and management activities but subjects with full mobility and creativity.

By mobilizing the subject consciousness and subject ability of college students, we can mobilize the subject consciousness and subject ability of college students and promote the establishment and cultivation of college students' core values

## **2 Review of the Literature**

### **2.1 Research on the performance of college students' subjectivity in the education of socialist core values in colleges and universities**

At present, there are few research achievements in the academic circles on the concrete manifestation of college students' subjectivity in the education of socialist core values in colleges and universities. In his master's thesis, scholar Yang Zhichen started from the internalization mechanism of identity (ideal cognition, emotional resonance, ideological transformation, and psychological adjustment) and the embodiment of practicing socialist core values (believing that Marxism is the deep expression of identity core values, loyal to the common ideal is the expression of the social concept of recognizing the core values, inheriting the national spirit and carrying forward the spirit of the times is the expression of the will to agree with the core values).

Qiu Guoyong proposed to promote self-education when he studied the education of socialist core values, and pointed out that "external factors work through internal factors, and the social mechanism of individual values formation must work through psychological mechanisms. Identify in the integration of emotion and reason; choose in analysis and identification; in society Integration in practice", these are only indirect interpretations of the performance of college students' subjectivity.

In related research fields, Ding Jianzhi divides the performance of students' subjectivity into three aspects: "First, students make subject choices for teachers' subjectivity, attributes, and functions. Second, students re-construct teachers' teaching content. Third, students the reference, creation and transcendence of the teacher's subjective role". Scholar Huang Ke believes that the subjectivity of the educated is reflected in four aspects: "actively understanding ideological and political education activities, actively internalizing ideological and political education content, externally practicing ideological and political education behavior, and effectively carrying out ideological and political education self-education".

These research results have certain reference significance for the research on the specific performance of college students' subjectivity in the education of socialist core values in colleges and universities.

### **2.2 The strategy research on the effective exertion of college students' subjectivity in the education of socialist core values in colleges and universities**

The subjectivity of college students includes both the subjectivity and the subjectivity of development. The development of the subjectivity level is related to the development of college students. Among the existing research results, some discuss how to strengthen the education of college students' socialist core values from the perspectives of college students themselves, the

environment, and educators, but seldom discuss how to strengthen the education of college students' socialist core values from the perspective of giving full play to the subjectivity of college students. In the article "Research on the Education of Socialist Core Values in Colleges and Universities", Fan Yong believes that the education of socialist core values for college students must focus on guiding college students to carry out self-education, "the main role of the educated must be highlighted, and they must be emphasized and guided to consciously participate in self-education.

Management and self-education, internalize moral norms and values into ideological and moral consciousness through self-analysis, evaluation, comparison and other ways of thinking. Educators should give appropriate guidance according to the laws of physical and mental development of the educated, and focus on cultivating their independent education awareness and ability to improve their consciousness and enthusiasm for ideological and moral cultivation." Scholars have produced abundant research results on subjectivity cultivation in related fields. Some start from the establishment of the concept of "student subjectivity" based on student development, and point out that students' subjectivity in political teaching can be played from three aspects: "Strengthening students' subjectivity consciousness in teaching thought, strengthening participation consciousness in teaching process, teaching methods to strengthen the awareness of interactive pluralism". Some have analysed the path of improving students' subjectivity from multiple angles, that is, "schools should focus on promoting the cultivation of students' subjectivity; teachers should be good at guiding students' subjectivity to play; students should actively improve their own subjectivity".

From the perspective of the development of students' subjectivity and the improvement of students' employability, it is also proposed that "the development of students' subjectivity should adhere to the principle of people-oriented and three closeness, and the basic ideas of subjectivity development are proposed from the perspectives of practice, psychology, social interaction and innovation and creation". These results provide a certain reference for continuing research on the countermeasures for the development of college students' subjectivity in the education of socialist core values in colleges and universities.

### **2.3 The strategy research on the effective exertion of the socialist core values education under the college students' subjectivity to effectively**

a) Promote the transformation of the education paradigm of socialist core values in colleges and universities. In the education of the socialist core values in colleges and universities, the emphasis on the exertion of the subjectivity of college students is a transformation of the traditional education paradigm, and a subjectivity education paradigm based on "people-oriented". "People-oriented is to be student-oriented", requiring the educators of the socialist core values in colleges and universities to "adhere to everything for the development of students, everything for the adult success of students, and everything to focus on mobilizing and relying on the inner enthusiasm of students." On the basis of "people-oriented", the subject education paradigm is implemented, "according to the needs of social development and the requirements of educational modernization, educators create a harmonious, relaxed and democratic educational environment by inspiring and guiding the inner educational needs of the educated.

Organize and standardize various educational activities in a planned way, so as to cultivate them into autonomous, active and creative social subjects who carry out cognitive and practical activities." In a word, the emphasis on the development of college students' subjectivity in the education of socialist core values in colleges and universities is based on the reality of college students, with the needs and emotions of college students as the driving force, and the cultivation and development of college students' subjectivity as the focus, so as to promote the free and comprehensive development of

college students. As the goal, the transformation from non-humanism to humanism has been realized, which is a transformation of the traditional education paradigm.

b) Enhancing the effectiveness of the education of socialist core values in colleges and universities. In the education of socialist core values in colleges and universities, the dominant position of educators is too prominent and emphasized, and the phenomenon of under-emphasis on the subjectivity of college students or even neglect occurs from time to time. As a result, this kind of education cannot be based on the basic principle of "people-oriented". An indoctrinated "container", another rather than itself exists, so the effectiveness of the education of socialist core values in colleges and universities will be greatly reduced. Emphasizing that the subjectivity of college students should be brought into play in the education of socialist core values in colleges and universities is based on respecting the subjectivity of college students, and is more scientific and rational than traditional monadic education.

The starting point of this kind of education has shifted from pan-politicization to the needs of college students' own values and the promotion of students' all-round development, from the overly idealized educational goals to the real-life world, and to combine educational goals with the actual life of college students and their own development needs. The orientation shifts from simply emphasizing the collective to focusing on the individual, so as to realize the unity of the collective and the individual. Therefore, such education must be full of vigour and vitality, and its effect is of course more effective than traditional education that only regards teachers as the sole subject.

c) Be alert to the crisis of marginalization of socialist core values. The socialist core values reflect the value subject status of the people. The dominant position of the people in the construction of socialist core values is directly related to the success or failure of the construction of socialist core values. Although the marginalization of mainstream values has various external factors, it is always caused by its own weakening according to the principle of dialectics based on internal factors. This weakening is the lack of people's subjectivity. Analysing other issues from the perspective of fundamental social contradictions is inseparable from how the main role of the masses is exerted. In essence, the problem of intensifying the basic contradictions in society is reflected in the lack of people's subjectivity in mainstream values through the "abstract and independent form" of ideology. Therefore, once the people's subjectivity is ignored in the process of building socialist core values, it will cause a crisis of marginalization of socialist core values.

#### **4. Conclusion**

The issue of values cultivation has been researched to some extent both at home and abroad. Foreign research can be traced back to the beginning of the 1930s. Many scholars have conducted studies from the multidisciplinary perspectives of philosophy, ethics, sociology, economics, education, psychology, anthropology, etc., mainly focusing on ethics and moral education. Many foreign experiences about values measurement techniques, methods and concepts of values education, and empirical studies are worth learning from. Research on values education among Chinese college students only began to be specifically studied from the 1990s.

The research results on values education for college students at home and abroad are also large. There are two major differences between China and the West: First, there is no presupposition of what "Core Value" are in foreign countries, no top-down indoctrination mode of education is adopted, and Core Value are invisibly permeated and cultivated with a strong "invisibility." Second, from the perspective of the cultivation target, based on the actual cultivation target, the focus is on the "details," especially young people's specific life practices.

There are also significant differences in the research on values education of college students at home and abroad. There are two major differences between China and the West: first, the research approaches are different, with foreign countries starting quantitative and empirical research on values earlier in the field of psychology. Second, the research content is different, focusing on specific micro-levels and the operability of the model.

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