Interdisciplinary and Integration: A Empirical Research of Student Development Education Research in Universities

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Abstract. Through the research of domestic scholars on development education since 1990,446 relevant literatures were selected.Using descriptive and systematic analysis methods,the research stages of development education were categorized,and the research contributions were summarized.Furthermore,a brief Empirical research of the current state of related domestic research was conducted,highlighting the deficiencies in the current stage of development education.This serves as a reference and guidance for research on student development education in universities in the new era.

Keywords: Development Education,Interdisciplinary and Integration, Research Empirical research

1   Introduction

The report of the 20th National Congress of the Communist Party in 2022 stated,"Fully implement the Party's education policy,realize the fundamental task of fostering character and civic virtue,and cultivate well-rounded socialist builders and successors with moral,intellectual,physical,aesthetic,and labor education." "Deepen the implementation of the strategy for a strong country through talent development.Cultivating a large number of high-quality talents with both moral integrity and professional competence is a grand plan for the long-term development of the nation and the people." The concepts of "fostering character and civic virtue" and "moral integrity and professional competence" along with "well-rounded development" collectively form the overarching guiding ideology for China's educational undertakings in the new era.Fostering character and civic virtue is the fundamental task and mission of higher education in this era,with "moral integrity and professional competence" and "well-rounded development" being the ultimate goals of higher education.Furthermore,character education serves as an effective channel and advantageous approach for fostering character and civic virtue.[1]

China has always placed great emphasis on the cultivation of virtue in education since ancient times.From the initiation of Huaxia civilization with the "civilizing

through culture" approach during the Xia,Shang,and Zhou dynasties to the "ritual and music culture" of the Western Zhou dynasty,there were demands placed on "propriety." Subsequently,Confucius established the Confucian doctrine,and during the Western Han dynasty,the Confucian scholar Dong Zhongshu proposed the idea of "dismissing all other schools of thought,exclusively venerating Confucianism," which gradually cemented the orthodox status of Confucianism.Since then,the cultivation of moral character through education became an important means for Confucian thought to achieve political governance,forming a significant component of talent development in the ancient Chinese educational system.[ ] With societal development,character education has evolved beyond the ancient notion of virtue cultivation,being endowed with more contemporary significance.The concept of a "community with a shared future" has led character education to form a new paradigm of "cross-boundary integration"; a comprehensive educational philosophy emphasizes "people-centered" education,focusing on students' aesthetic and humanistic accomplishments; innovative "resource integration" methods,combining cultural and social resources,employ interdisciplinary knowledge to explore the innovation and integration of knowledge.

Research on character education has spanned over thirty years since its inception,achieving certain results in both theory and practice.However,there is a lack of comprehensive empirical researchs,and the studies are somewhat outdated,with no systematic research conducted for higher education institutions,indicating that the research is not sufficiently in-depth.Based on this,a focused empirical research of 446 related literatures was conducted to identify the main challenges faced by character education in China,analyze the current situation,and provide directions for subsequent research in character education at universities.

2   Literature Retrieval and Data Analysis

2.1   Literature Retrieval

This study specifically selected the China National Knowledge Infrastructure (CNKI) database as the literature source,filtering for journal articles with themes,keywords,or titles related to "fostering education." To succinctly comprehend the domestic research status of higher education fostering and ensure the quality of papers empirical researched,this article only selected core and above journals as sources for empirical research.As of March 1,2023,after reading the titles and abstracts of the filtered literature and excluding notifications,book empirical researchs,and other documents unrelated to fostering education,a total of 446 journal articles were selected as the basis for the empirical research.

2.2   Data Analysis

This paper will employ descriptive statistics and systematic analysis methods to organize research related to fostering education.Firstly,it will carry out a descriptive analysis of the overall trend of domestic research on fostering education,the

distribution of journals of the selected literature,and important documents.Secondly,it will further conduct a systematic analysis on the main development stages,main research themes,progress achieved by scholars,and major theoretical contributions,and will provide a comprehensive empirical research and outlook on the analysis results.

3   Descriptive Statistical Analysis

3.1   Overall Trend Analysis

This study statistically analyzed the number of journal articles related to the field of fostering education from 1990 to the present (as shown in Figure 1).Relying on Price's law of literature growth curve,it was found that the development process of the literature can be divided into the research inception stage (slight growth),research development stage (significant growth),research maturity stage (slowing down),and completion stage (gradually decreasing).Before 2005 was the inception stage of fostering education.From 2007 to 2013,research on fostering education showed explosive growth,with a total of 228 papers published (accounting for 51.1% of the total).After 2015,research on fostering education gradually showed a declining trend.
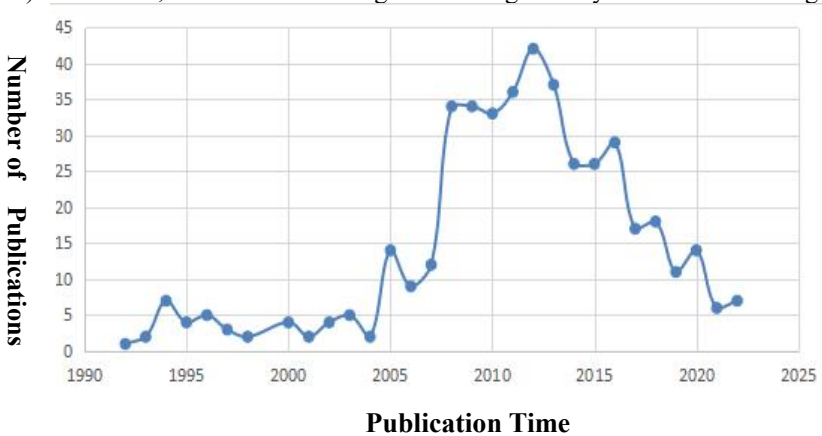

Fig. 1. Trends in Character Education Research

3.2   Distribution of Journals in Literature

The research journals on character education are widely distributed,covering a total of 123 journals.This article focuses on the 10 publications with the highest frequency of issues.As can be observed from the distribution of journals in literature (see Table 1),research related to character education is primarily published in the fields of education,vocational education,with education being the most common,followed by vocational education,secondary education,sociology,and relatively less in higher education.The studies on character education are frequently published in four

journals: "School Party Building and Ideological Education","Education and Vocation","Teaching and Management",and "China Adult Education",accounting for 25.8% of the total literature.Moreover,high-level journals publish fewer articles related to this subject.

Table 1. Top Ten Journals by Number of Published Articles

No.	Journal Name	Level	Number of Papers	Field of Journal
1	School Party Building and Ideological Education	Core of North,C Expanded	38	Education
2	Education and Vocation	Core of North	36	Vocational Education
3	Teaching and Management (Before 2020)		22	Secondary Education
4	China Adult Education (Before 2016)		19	Education
5	Contemporary Youth Research	C Expanded	16	Sociology
6	Education Exploration (Before 2016)		16	Education
7	Vocational Education Forum	Core of North	13	Vocational Education
8	China Higher Education	Core of North,C Expanded	12	Higher Education
9	Chinese Journal of Education	Core of North,C Expanded	12	Education
10	China Vocational and Technical Education	Core of North	12	Vocational Education

4   Systematic Analysis

4.1   Development Stages of the Study

Combining descriptive analysis,the research on cultivation education is divided into three stages based on research time and content distribution.

The first stage(1990—2004)was the exploratory period for cultivation education research.In 1988,an article titled "Cultivation Education" was published in "Enterprise Management," mainly discussing "exploring the ideological and political education issues of enterprise staff through cultivation education,striving to find new approaches,strengthening enterprise management,fostering a strong team spirit,and enhancing the political and professional quality of the team." This is the earliest article on cultivation education that can be found to date.In December 1988,the Central Committee of the Chinese Communist Party issued a "Notice on Reforming and Strengthening the Moral Education Work in Primary and Secondary Schools,"

which mentioned cultivation education twice,stating,"The stage of primary and secondary education is the best period for the moral,psychological quality,and behavioral habits cultivation education of young children and adolescents," and "For primary and secondary school students,especially primary school students,moral education is more about cultivation education." It can be said that the modern concept of "cultivation education" started from here.In 1993,the "Mao Zedong Ethics Thought Seminar" frequently mentioned "cultivation education," emphasizing the integration of theory and practice and the need for research related to moral formation.In 1996,the "Resolution on Several Important Issues Concerning Strengthening the Construction of Socialist Spiritual Civilization" issued by the Central Committee of the Communist Party of China mentioned "to truly strengthen and improve ideological and moral courses and political theory courses,combining knowledge impartation with the cultivation of sentiments and good behavioral habits;" and "to use education,law,administration,public opinion,and other means comprehensively to regulate and cultivate good behavioral habits," highlighting the education of moral cultivation,behavioral habits,and comprehensive methods.In 2004,the "Several Opinions on Further Strengthening and Improving the Ideological and Moral Construction of Young People" issued by the State Council of China pointed out "to adhere to the principle of integrating knowledge with action.Not only to value classroom education but also to focus on practical education,experiential education,cultivation education,and emphasize conscious practice and active participation," emphasizing the "practical ability" of cultivation education."In the current and future period,to strengthen and improve the ideological and moral construction of minors,it is necessary to adhere to people-oriented principles,educate and guide minors to establish the ideals and beliefs of socialism with Chinese characteristics,and the correct worldview,outlook on life,and values,and cultivate noble ideological qualities and good moral sentiments." It is evident that from its inception,cultivation education has been closely related to personal morals,behavioral habits,and comprehensive method education.According to the spirit of the documents,the research views of this stage mainly focused on the research of the connotation,concept,and significance of cultivation education.Cultivation education is the central work of school moral education,and successful cultivation education requires the collaboration and close coordination of families,schools,and communities.

The second phase (2005—2016) marks the development period of character education research,with a total of 332 papers published (74.4%).During this phase,scholars expanded the scope of character education research,introducing many new characteristics compared to the previous phase.First,changes in research subjects and content occurred.Research subjects expanded from adolescents to include vocational and technical education students,undergraduate and postgraduate students,adults,and the elderly; research content broadened from the importance of character education to discussions on related theories,current status surveys,practical pathways,etc.,linking them to relevant professions and disciplines for more targeted research.Second,character education exhibited a multidisciplinary trend.For example,Guan Ying's "From Exclusion to Alienation: Family Factors of Urban Street

Children and Their Implications for Character Education",Li Na's "Path Analysis of Family Affection Formation in Left-Behind Children",and Su Quanyou and Hao Lili's "A Preliminary Discussion on Ancient Chinese Character Education" connected character education with sociology,traditional culture,and other areas,indicating a trend towards multidisciplinary development.Third,character education research showed a trend towards interdisciplinary,integrated education.Diversified research stimulated theoretical investigations in depth,such as Liu Guoqiang and Liu Chunkui's "On the Theoretical Foundation of Character Education"exploring the theoretical basis of character formation from perspectives of education,psychology,sociology,philosophy,etc.Qu Xiaoting and Qin Ying's "Graduate Academic Ethics Education from an Engineering Ethics Perspective" proposed ways to enhance graduate academic ethics education from the viewpoint of engineering ethics.Fourth,specialized monographs on character education appeared,such as Liu Xiao's "Higher Education Character Education Theory"and Ban Rongding's "The Way of the University:The Theory and Practice of Moral Character Formation in College Students".Fifth,character education showed trends towards diversification and globalization,mainly exploring the types,differences,and insights of moral education worldwide.For example,Li Lin's study on the characteristics of moral education in Singapore and South Korea,"Characteristics and Insights of Moral Education in Singapore and South Korea",drew on their successful experiences to enhance the effectiveness of moral education.

The third phase (2017—present) is the mature period of character education research.The theoretical construction of character education has essentially matured,with this phase seeing a decline in theoretical research as most scholars focus on exploring character education pathways based on existing theories,such as Shi Juhong and Shi Bin's "Exploration of Pathways to Civil Literacy Education for College Students";Ma Guofeng,Zhang Lichang,and Tang Baoguo's "Conducting Character Education in Vocational Schools under the New Era: Why and How".Focusing on the core of cultivating students' values and behavioral habits,on the one hand,research is conducted from certain perspectives or theories on character education pathways; on the other hand,it focuses on the connection between external environments or research hotspots and character education.

4.2   Main Theories and Research Contributions

Theoretical Research

Domestic theories primarily interpret the pedagogical, psychological, sociological, and philosophical notions implicit in character education,or study the moral development education in the Song Dynasty.The concept of "habit formation" is one of the theoretical premises for the implementation of character education.Ancient texts often state,"Common sayings,widely shared,become habits hard to scrutinize." The idea that "young habits form as if natural,becoming the norm through practice" refers to behaviors that are gradually developed and are difficult to change.The formation process is essentially one of continual reinforcement,eventually stabilizing into a fixed behavioral tendency characterized by being acquired postnatally,through

repeated practice,automatic inclination,and recurrent appearance.Hence,precise social practices in character education provide external stimuli,thereby continuously strengthening behaviors."Internalization" represents an educational theory viewpoint within character education.Scholars holding this view believe that character education is not only about cultivating behavioral habits but also developing personal qualities and skills.The internalization of cognition is an internal psychological mechanism of character education,embodying the internalization of behavioral capabilities.Through social practice activities,external information is internalized into a series of psychological qualities,essentially preparing the individual to meet societal needs,representing the ultimate goal of character education.[2]

Internationally,theories are mainly constructed around moral development.The theories of moral cognitive development,value clarification,and social learning hold significant typical significance and practical value for character education.

Kohlberg's theory of moral development provides a theoretical basis for character education.By analyzing minors' moral situations through moral dilemma tests,it further elaborates on the theory of minors' moral consciousness development and moral behavior practice,establishing a system of moral cognitive development theory.He argues that moral education is both phased and long-term,emphasizing the internalization of daily social practice experiences and the significant impact of the environment on moral development.

American scholar Louis Raths,in "Values and Teaching," proposed the theory of value clarification.He believes that students can only form value judgments,moral decisions,and choices,thereby consciously developing values that fit their psychology and transforming this ability into good moral behavior habits when they autonomously choose their values in the face of value conflicts.Therefore,conditions must be created to utilize all effective means and methods to enhance students' initiative and positivity,helping adolescents clarify the internal values they rely on when making choices,emphasizing the role of value judgment and choice in character formation.

American behavioral psychologist Bandura established the social learning theory.He posits that children must immerse themselves in social life,forming stable moral behavior habits through frequent observation and imitation,highlighting the role of observational learning in acquiring human behavior.The theory values the role of role models,considering them a crucial factor in an individual's learning,with a significant impact on a person's cognition and behavior.

Research on Basic Connotations and Main Perspectives

As research progressively expands,studies related to character education are continually deepening.The main focus is on:

First,the study of basic connotations.Regarding the definition of character education,opinions are varied and there is no consensus.Summarized and generalized,there are mainly the following five categories: Character education is a method,pathway,and approach to moral education,represented by Liu Chunqiu and Zhang Dejiang; character education is equivalent to education,habit education,moral education,or ideological and political education,represented by Yang Xiong,Wei

Lili,and Tan Songxian; character education is a form of "self-education" that promotes individual self-development and helps individuals achieve self-integration,represented by Xu Zhenning; character education encompasses value enlightenment and life cultivation,where the former is the spiritual foundation of the latter,and the latter is the externalization of life of the former,represented by Tang Kailin and Liu Tiefang; fundamentally,character education is a form of moral education,which in practical life is a form of behavioral habit education and is a basic tool and method of ideological and political education,represented by Liu Xiao.

Based on the aforementioned studies,character education should be a comprehensive and diversified educational philosophy and practice system.It is not merely the narrow cultivation of habits and personality formation in youth; it permeates all aspects of education and varies in focus depending on age and points of interest,displaying a phased nature.For instance,in primary and secondary school stages,the emphasis is on good study habits and moral norms,while in university stages,the focus shifts to students' self-discipline,self-management,self-education,and self-cultivation.This period is crucial for the formation of one's outlook on life,world view,and value system,and is also the most promising period of a person's life.

Second,main viewpoint research.Based on the above statistics,the research on formative education in the earlier stage can be summarized into three aspects:

①Research on moral qualities and behavioral habits.Such articles believe that formative education in colleges is a systematic project,requiring the effective integration and innovative combination of various element resources under the guidance of modern educational concepts.It should progress gradually and in stages,according to the specific subjects' cognitive and psychological development patterns.[3]. For students,the most important thing is to develop good moral qualities and behavioral habits,with the latter being the foundation of personal formation.Success is to be tested through externalized behaviors.The focus and methods of formative education vary greatly among different age groups and communities.

②Research on professional qualities.Such articles argue that formative education is an important logical connection and junction point between students' ideological and political education and vocational ability training.Formative education aims to achieve "ideological formation" and "technical formation." [4]It insists on making full use of social resources,constructing a collaborative education pattern,increasing the intensity of student training,and building a capacity assessment mechanism,which is the application significance of improving students' ability development.

③Research on solving strategies.This category of research focuses on enhancing the role of formative education and highlighting its effectiveness in practical application.In terms of educational subjects,it fully leverages the combined role of schools,families,and society to advance the capacity building and improvement of all major subjects; in terms of educational content,it enriches the connotation and extension of formative education; in terms of educational objects,it actively fosters students' self-discipline abilities and habits,promoting the self-refinement of students through formative education; in terms of the educational environment,it emphasizes the construction of institutional culture,material culture,and spiritual culture

environments; in terms of educational carriers,it actively promotes the diversified development and operation of students' formative education,facilitating the healthy growth of students and improving the quality of talent cultivation in schools.[5]

④Comparison between the East and the West

Regarding the comparison between the East and the West,the focus is mainly on the comparative study of moral education."Comparative moral education,as a cross-national,cross-cultural,and cross-temporal research," [6], has gained certain attention in the academic community.It concludes with three differences: first,the concept of moral education differs,with China dividing moral education into major and minor moral education,while the West places more emphasis on "religious education"; second,the content of moral education differs,with China traditionally valuing moral education,whereas the West sometimes places more emphasis on intellectual education; third,the focus of moral education differs,with China emphasizing self-restraint and social responsibility,while the West emphasizes individual freedom and personal development.

5   Conclusion and Prospects

Throughout the empirical researched literature,character education has gradually expanded in terms of research content and scope,not only promoting a deep and comprehensive study of character education but also providing significant reference value for this topic.However,many issues still urgently need to be deepened.Overall,research on character education exhibits a homogenization phenomenon,specifically reflected in the research objectives,themes,and dimensions.

Firstly,regarding research objectives,most scholars define character education in a narrow sense,focusing on the cultivation of good moral norms and behavioral habits.The goals of character education are not specific,and there is a lack of targeted educational objectives for college and university students.Character education is a vast system engineering project that encompasses not only the habit and personality development of young people but also involves political,economic,cultural,and social life across multiple domains.It is a comprehensive system integrating education,psychology,sociology,and other disciplines,aimed at promoting the all-around development of students in morality,intelligence,physical fitness,aesthetics,and labor,ultimately cultivating a high-quality youth group with correct value orientations,comprehensive knowledge structures,strong practical abilities,and excellent traditional cultural characters.

Secondly,in terms of research themes,aside from the above studies,current research on character education has not covered some areas,such as international interactions and comparative studies on character education abroad.The concept of a community with a shared future for humanity has pointed out the direction for the high-quality development of colleges and universities.The development of college students should be closely connected with the world,which is not only an internal need for cultivating new generations in the new era but also a requirement of the times for enhancing communication and exchanges between China and foreign countries.It is essential to

fully utilize the profound accumulation of character education,develop and improve corresponding systems,tap into the great potential of colleges,guide college students to consciously think and learn from the new heights of human civilization development,and understand the contemporary world with an international perspective.Another area is character education research under the modernization context,especially precise services of character education targeting the spiritual needs of college students in the new era.Particularly since the 18th National Congress of the Communist Party of China,the state has proposed strategies such as the innovation-driven development strategy and the talent-strengthening country strategy,emphasizing the path of "comprehensively improving the quality of talent cultivation." Cultivating talents with both moral integrity and professional competence is a significant strategy for the long-term development of the country and the nation.However,today,especially under the impact of the COVID-19 pandemic,youth subculture terms like "working people," "involution," "lying flat," and "giving up" are prevalent among the youth.On August 17,2021,President Xi Jinping pointed out: "To prevent the solidification of social strata,facilitate upward mobility channels,create wealth opportunities for more people,form a development environment where everyone participates,and avoid 'involution' and 'lying flat'." [7]Research on character education under the new circumstances has become "necessary." Thirdly,the research on the mechanisms of character education,especially the interaction,communication,and resource sharing among families,schools,governments,and communities,should focus on the core concept of diversified coordination,clarify the new governance relationships among the government,schools,families,and society,establish effective coordination partnerships and systems under government leadership,develop collaborative education platforms based on big data,introduce social services and resources through multiple channels,encourage parents to improve their literacy and communicate effectively with schools,and leverage the strength of all parties to reinforce the concept of "collaborative cultivation," building a collaborative system of subject coordination,process coordination,and environmental coordination.

Thirdly,regarding research dimensions,existing studies often concentrate on one aspect or dimension,lacking a multi-perspective,interdisciplinary comprehensive analysis.In the theory and system construction of comprehensive education,further in-depth research is awaited.From a horizontal perspective,character education is a comprehensive educational system involving multiple fields and disciplines;a single discipline or field alone cannot fulfill the responsibilities of character education.Therefore, formative education is a comprehensive and integrated education across the boundaries of political, economic and social disciplines[8]

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