

Analysis on the Cultivation of Junior High School Students' Sense of Social Responsibility under the Background of Information Technology

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ABSTRACT. This paper first demonstrates the negative impact of informatization on junior high school students by logical analysis: first, to increase their risk of being corrupted by bad ideas; second, to reduce their awareness and ability to deal with complex social problems; third, to reduce their interest in the real world. Then it proves the lack of sense of responsibility of junior high school students in the form of questionnaire, the current situation that the main purpose of surfing the Internet is to play games and entertainment, and the correlation between the sense of social responsibility and the awareness of using modern information tools correctly. Based on the above research, this paper draws the conclusion that modern information tools reduce junior high school students' deep cognitive ability of social responsibility, reduce the opportunity of junior high school students' deep contact with the real world, and the bad ideas transmitted have a negative impact on junior high school students' Outlook on life and values, and proposes to combine modern information tools with social practice and school education to innovate junior high school students' society The methods, ways and carriers of the cultivation of sense of responsibility, and the suggestions of enhancing the media literacy education.

KEYWORDS: Informatization; Social responsibility; Media literacy

1. Introduction

With the development of modern information technology, all kinds of electronic media, as the main media of interpersonal communication, play an important role in human life and work. Information communication is no longer limited to specific space, and the speed and scope of communication increase exponentially compared with traditional media. At the same time, it makes the way of leisure and entertainment, the way of thinking and the attitude towards life and learning environment of teenagers happen Great changes.

Developed countries such as the United States, the United Kingdom, France and so on started their research on moral education for teenagers earlier. At present, they

have made a lot of mature research results and practical experience. The research in these countries focuses on behavior pedagogy and humanism education. The academic community tends to take the all-round education and respect for people as the core of moral education, and pay attention to the social based on the cultivation of personality Be responsible. Some countries in Asia, such as Japan and Singapore, have formed their own research results and achieved some practical results according to the world development trend and their own realities.

The research of RCCP project (resolving conflict creativity program) for 15 years found that there are two main factors that affect the sense of social responsibility of adolescents: one is self-awareness barrier; the other is alienation from family, school and community [1]. Some scholars also think that self factors, social factors, political and economic factors are the main factors that affect the sense of social responsibility of young people.

In the aspect of subjective factors, Connor found that the personality factors that affect the social responsibility of adolescents are self-centered, empathy, mutual acceptance and so on, after analyzing the relationship between the social responsibility and the social attribution and personality, and made quantitative research on the correlation, and concluded that the R value of the social responsibility and cognitive ability is as high as 0.87[2]. Therefore, teenagers' personality is an important subjective factor that affects their sense of social responsibility. To cultivate the sense of social responsibility of teenagers, we should start from cultivating their healthy personality and self-esteem.

In terms of objective factors, it is generally believed that the formation and development of young people's sense of social responsibility should be based on their psychological and behavioral processes of perception, attribution, judgment and evaluation of responsibility events in different responsibility situations. The triangle model of responsibility proposed by schlenker et al decomposes the responsibility in a certain situation into the interaction among events, behavior norms and identities, and the elements are highly analytical, which is conducive to in-depth empirical analysis and Research on specific responsibility[3]. Some scholars use the attribution theory to study the attribution and inference of responsibility. Weiner believes that the psychological structure of responsibility is a dual channel model. On the basis of perceiving and judging one's own behavior, an individual carries out an overall assessment of responsibility from the aspects of failure attribution, controllability of causes, whether he has faults and whether he should bear responsibility, so as to evaluate the controllable factors Adjust and re-establish behavior goals.

In terms of the cultivation of social responsibility, wentzel believes that the social responsibility education of American teenagers can be divided into interpersonal relationship, public morality, moral role, citizen role and family responsibility, and there is a high correlation between their responsibility cognition and social responsibility behavior [4].

Berman thinks that the intrinsic motivation of influencing students' social responsibility behavior includes justice, role model, self-efficacy, etc. because of the

different experience and environment, the motivation of their social responsibility behavior is also different. Therefore, we can promote social responsibility by means of caring, setting an example of Pro social and moral behavior, cultivating responsibility behavior skills, cultivating interpersonal relationship processing methods, etc. The cultivation of sense. [5]

2. The influence of informatization on the social responsibility education of junior high school students

Information technology provides more means and channels for social responsibility education. From the development of computers in the Internet era to smart phones that can be used everywhere, from web pages to QQ, wechat, etc., virtual communities and virtual classes break the limitations of school education in space and time. Online education platform can provide more channels for teachers and students to interact and multi evaluate. Informationization creates infinite space for the development of education. However, the negative impact of informatization on the social responsibility education of junior high school students should be paid more attention. From the current research results and practical cases, the factors that affect the social responsibility of junior high school students in the information society are as follows:

2.1 Corrosion of bad ideas

Information provides more channels for junior middle school students to understand the world. QQ, WeChat, and jitter are part of their daily life. However, the information transmitted by these platforms often contains unhealthy thoughts such as excessive pursuit of material enjoyment and tiktok worship. Junior middle school students who are not very deep in the world are easily affected, and have a fundamental impact on their outlook on life and values. Compared with the lost ideological and moral education, these channels of information may have a more profound impact on them.

2.2 Simplifying social relations

With the growing up of TV and Internet, most of the young people have formed a high degree of visual and image interest tendency. Image instead of text has become an important resource to build their mind. Their interest in reading is weakened, and it is more difficult to form deep thinking habits. The attraction of words to them is very weak. When they encounter abstract words, they show an obvious attitude of rejection. Even when they browse images, their thinking stays in a low-level superficial state. In the process of obtaining information from images, their attention and thinking activities focus on the sensory activities of vision and hearing. What they are interested in is the representation of images and sounds, without deep thinking and integration. Body thinking, it is difficult to process the received information from a systematic point of view, without the motivation and

ability to explore the hidden connection behind the image, that is, to stay in the state of "learning without thinking". In the long run, they pursue simple and easy to understand shallow knowledge when learning and understanding external things. Abstract thinking is slow and superficial. They are easily controlled by impulse instinct in their daily behaviors. They have poor self-discipline ability and do not see problems comprehensively. When dealing with problems with society and others, they tend to be simple and personal.

2.3. Confusing the boundary between the real world and the virtual world

Information technology can give users a variety of identities, using QQ, wechat and other platforms, users can have different identities, characteristics, can get the honor and success joy that can not be obtained in the real world, so as to generate the potential consciousness of realizing their own life pursuit in the virtual world, and weaken the living consciousness, friendship, family relationship and so on in the real world.

With the help of information technology, learners can obtain a large number of resources, but this also forms teenagers' psychology of relying on information technology. When encountering problems, the first thing they think about is not their own thinking ability, but the help of information tools. As a result, the increasing dependence on tools results in a wrong understanding of their own knowledge.

To sum up, the excessive dependence on information technology makes teenagers have a better illusion of virtual world and weaken their sense of responsibility and willingness to interact in the real world.

3. A survey of social responsibility of junior middle school students

In order to understand the current situation of junior high school students' social responsibility and the impact of the network on them, the author randomly selected 10 junior high schools in Suzhou to carry out a questionnaire survey. Because the results of the questionnaire survey may affect the reputation of the school, this paper uses "junior high school one", "junior high school two" Abbreviations for these schools. The questionnaire consists of 18 single topics. The main topics are respectively referred to as: going out, consciously doing housework, following the instruction, learning purpose, participating in public welfare, consciously on duty, online purpose, abiding by public morality, class honor, omnipotent money, desire self-control, completing homework, helping students, learning responsibility, cognitive value, caring for family and friends, self-discipline after class, and environmental awareness. 921 questionnaires were distributed, 903 were recovered and 837 were valid. SPSS was used to analyze the percentage of answer selection, factor analysis and multiple linear regression analysis of the effective questionnaire, and the following results were obtained:

3.1 Social responsibility of junior high school students

Through the analysis of the percentage of answer selection of each question, it is found that the proportion of 14 questions with a, B and C (which can be explained as strong social responsibility) is more than 80%, but the proportion of the other 4 questions with D and E (which can be explained as weak social responsibility) is generally higher, among which the middle school students with the highest proportion of "conscious housework" (actively helping to do housework) choose D and E 36.2%, "online purpose" (the main purpose of the Internet is to play or play) 61.5% of the students choose D and e answers in the highest proportion in a junior high school, 61.5% of the students choose D and e answers in the highest proportion in a junior high school, and 61.5% of the students choose D and e answers in the highest proportion in a junior high school, and the students choose D and e answers in the "money is omnipotent" (agree with "money is omnipotent") The highest middle school is 40.9%.

Therefore, it can be seen that the overall level of social responsibility of junior high school students is relatively high, but there is a lack of self-study in using modern information tools, consciously fulfilling the responsibilities of family members, consciously abiding by social morality, etc., and a strong sense of pursuing material enjoyment and money. These two differences also show that some junior high school students are addicted to the Internet, have no time or interest to consciously fulfill the responsibilities of family members. At the same time, influenced by the negative thoughts of modern information tools, they blindly pursue material enjoyment, worship money, and have no strong consciousness of abiding by social morality.

3.2 Analysis of the main factors affecting the social responsibility of junior high school students

Before the formal questionnaire survey, 43 questionnaires were distributed in a middle school, 43 were recovered and 42 were valid. After SPSS analysis, it was found that the Cronbach's value of each item was greater than 0.7, reaching the acceptable range. The kmo value of kmo test before factor analysis is 0.873, which is higher than the minimum standard of 0.5. Bartlett ball test, $P < 0.001$, is suitable for factor analysis. The rotated component matrix of SPSS contains 6 common factors, and the eigenvalues are all greater than 1, and the cumulative contribution value is greater than 70%. Among them, there is a large load (greater than 0.6, the same below) on factor 1, which can be called conscious compliance with norms awareness factor. Conscious housework, online purpose and desire self-control have great load on factor 2, which can be called self responsibility cognitive factor. Participation in public welfare and class honor have a large load on factor 3, which can be called the cognitive factor of collective responsibility. It can be called the cognitive factor of others' sense of responsibility. Money is omnipotent and cognitive value has a large load on factor 5, which can be called value cognitive intensity factor. Learning purpose and caring for relatives and friends have a large

load on factor 6, which can be called the intensity factor of responsibility understanding.

It can be seen that the social responsibility of junior high school students is mainly affected by the compulsory role of norms, the cognitive intensity of responsibility, values, the understanding intensity of responsibility and other factors. The mechanism is that modern information tools, such as school and society, directly or indirectly affect the social responsibility of junior high school students, but the influence of network is difficult to supervise, and entertainment projects have strong attraction to them, which has a great negative impact on their social responsibility.

3.3 Analysis of the influencing factors of junior high school students' online purpose

Multiple regression analysis was carried out on the data obtained from the above questionnaire survey, taking "online purpose" as the dependent variable and other items as the independent variable. Each variable was selected by the entry method (forced regression method). The R-square of the fitting model was equal to 0.903, and the adjusted R-square was equal to 0.851, indicating that the model was statistically significant. In the variance analysis test results of the fitted model, f is equal to 17.473, and the significance is less than 0.001, indicating that the fitted model has statistical significance. Further test each coefficient, the p-value of conscious housework, obedience to instruction, class honor, money omnipotence and environmental awareness are 0.018, 0.019, 0.000, 0.024 and 0.018 respectively, which meet the standard of less than 0.05. Therefore, whether junior high school students take the initiative to do housework, follow the teacher's instruction, improve their performance to increase class honor, agree with "money is omnipotent", and have the consciousness of saving resources have a significant impact on their online purpose.

According to the above analysis, we can make the following judgments: first, junior high school students' online entertainment has a negative effect on consciously doing housework, conversely, if they have a certain sense of family responsibility, they will also reduce the time of online entertainment; second, junior high school students who have a strong sense of compliance with mandatory norms, or have formed potential consciousness or self-discipline habits under the guidance of mandatory norms are making. The self-discipline ability is also strong when using modern information tools. Therefore, junior high school students who are unwilling to listen to the instruction cannot resist the temptation of games and entertainment items when surfing the Internet. Thirdly, junior high school students who have a poor sense of collective and social responsibility when dealing with class honor, environmental protection and other issues are mainly for playing games or entertainment when surfing the Internet. Fourthly, junior high school students who agree with "omnipotent money" study hard Weak consciousness will also increase their possibility of playing games and entertainment online. Of course, these factors also interact with each other, infatuated with online games or entertainment, making

them more likely to be affected by bad thoughts, thus enhancing the "money omnipotent" consciousness, and reducing the sense of responsibility to others, families and society.

4. The mechanism of lack of social responsibility of junior high school students caused by informatization

The popularity of smart phones, computers and other modern electronic products provides more and more tools and means for information transmission, but also has a complex impact on the cultivation of social responsibility of junior high school students whose outlook on life and values are not yet mature.

4.1 The habit of "image person" makes some junior high school students lack of deep cognition of social responsibility

At present, most junior high school students grow up with cartoons and online games. They are sensitive to the visual impression of images and lack the habit of deep thinking. Therefore, they lack a deep understanding of social responsibility, cannot deeply understand the characteristics and significance of social responsibility, cannot recognize the relationship between their behavior and social responsibility, have a vague understanding of the orientation of social responsibility, and are at home. The obligations of the collective and the society are lack of sufficient understanding, the purpose of life is too narrow, the lofty ideal of life, the spirit of social public welfare and the recognition of the country and society are lack, and the development of the country, society and human living environment is indifferent.

4.2. Overuse of modern information tools makes some junior middle school students lack of social responsibility

Social responsibility is a kind of inner attitude experience of social responsibility based on the individual's certain cognition of social responsibility. It is reflected by likes and dislikes on the outside, and whether it can consciously or spontaneously participate in social responsibility activities on the behavior. Only when the responsible subject has an attitude of recognition of social responsibility on the inside, can he actively perform it. Only when the psychological experience of the subject of responsibility resonates with the requirements of social responsibility, can the subject of responsibility have a deep understanding of social responsibility, and then show interest in social responsibility and actively perform behavior in social activities. Modern information tools can provide more entertainment programs, traditional simple games have been replaced by large-scale, simulation games, and can achieve multi person cooperation. In the process of playing the game, you can get the rewards provided by the software, the sense of achievement that can't be achieved in the real world, the praise of others, etc., so as to reduce the motivation to make efforts for academic achievements, collective honor, etc. in the real world. In

the external performance, it is the lack of the sense of collective and social responsibility.

4.3. Modern information media has a negative impact on junior high school students' cognition of social responsibility

First of all, the modern information-based media, represented by smart phones, brings us instant, interactive and diversified information transfer experience. At the same time, it has a variety of sensory stimulation such as voice and image, which brings convenience to our life and learning, but also creates conditions for the rapid spread of bad ideas. A large number of information such as fraud, illegal trade and erosive life bring serious harm to junior high school students whose psychology is not yet mature, and because of the timeliness of information transmission, the network supervision department can not completely shield these information. The convenience of modern information tools and the arbitrariness of playing roles in the game also make some junior high school students feel that they can do whatever they want in the virtual world. Even if they make a big mistake, they can make up for it in many ways, thus weakening their awareness of social responsibility in the real world.

Secondly, modern information tools create conditions for the rapid transmission of information to every corner of the world. Modern high-tech, simulation games, dynamic blockbusters, etc. bring psychological impact to junior high school students, but also bring negative thoughts such as excessive pursuit of material enjoyment, money supremacy, extreme individualism, which seriously impact the values of junior high school students in the ideological sensitive period, thus weakening the Recognition of social responsibility.

Moreover, at present, China's ongoing economic reform has caused great changes in social interests and structure, triggered or aggravated some social contradictions and problems, and then affected some people's social values. Under the condition of the instant and wide spread of modern information tools, these problems and the problems caused by them have been deliberately exaggerated or even distorted by some people, which has brought profound influence on the world outlook and values to the junior high school students with weak judgment ability of right and wrong, caused the ideological breeding and growth of money worship and useless reading, as well as the degradation of moral concepts and the emptiness of dedication.

5. Countermeasures and suggestions

5.1 Innovate the methods, ways and carriers of cultivating junior high school students' sense of social responsibility

First of all, we should change the traditional methods of preaching and indoctrination, pay attention to social practice, cultural edification and

environmental influence, follow the principle of combining theory with practice and combining practice with knowledge, organize more social practice activities, promote the diversification of moral education materials in the form of micro films, and enhance the influence and attraction of social responsibility education.

Secondly, we should innovate the carrier of cultivating junior high school students' sense of social responsibility. Build a three-dimensional and collaborative social responsibility experience platform in the form of online and offline, in class and out of school linkage. First, we should make full use of modern information technology to attract junior high school students in WeChat, jitter and other platforms with short and exquisite programmes such as short plays and flash singing, which are tiktok, which are popular with junior high school students. Second, schools, communities, enterprises, non-governmental organizations and other cooperative organizations organize relevant social practice activities, so that junior high school students can experience a stronger sense of achievement, social care and strong shock after ecosystem damage in real life. The third is to give full play to the charm of local excellent traditional culture. For example, the harmonious layout of mountains, water and people in Suzhou garden arouses the cognition of the beauty of harmony between human and nature, the noble and elegant interest of Canglang Pavilion in Suzhou leads to the pursuit of "big husband" spiritual realm, and the activities of missing Qu Yuan and Wu Zixu on Dragon Boat Festival strengthen the pure patriotic feeling.

5.2 Enhance media literacy education

First of all, we should strengthen junior high school students' cognition of media, cultivate their ability to evaluate and distinguish information, help them to develop the ability to solve problems in life and study with modern information tools, and enhance the positive impact of modern information tools. For example, by showing the tiktok platform, cooking skills and showing off sports skills, we can reduce the chance and time in the virtual world, and enhance their cognition of using modern information tools to finish homework, improve their living and learning environment.

Secondly, we should innovate the teaching mode of moral education. Make full use of the advantages of modern information tools, which can provide listening, seeing, interacting and other functions at the same time, guide students to understand the importance of family, collective, country, natural environment, etc. to themselves, as well as their responsibilities and obligations. At the same time, organize students to experience the joy of labor, the importance of national prosperity, the warmth of the community, the warmth of nature and merciless revenge. Improve junior high school students' correct treatment of modern information tools and the real world, and improve their interest and sense of responsibility in the real world.

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