

# Research and Countermeasure Analysis on the Close Relationship between Transgressive Conduct of Integrated Media and Social Moral Education

**Dandan Sheng**

*School of Public Administration, Nanjing Normal University, Jiangsu, Nanjing, China  
2547853431@qq.com*

**Abstract:** *In the trend of media integration, media behaviors are increasingly deviating from social norms, resulting in transgressive actions within converged media and exacerbating the tension in societal moral education. To counter the impact of converged media on societal moral education, it is essential to regulate media conduct, foster robust moral cognition and deep ethical emotions, and strengthen moral determination. Building upon this foundation, it is crucial to promote a positive societal ethical climate, uphold the order of moral education in society, and particularly focus on elevating the moral realm of the educated individuals. This, ultimately, serves as the primary objective in alleviating the intensified state of societal moral education.*

**Keywords:** *Integrated Media; Social Moral Education; Media Ethics*

## 1. Introduction

Integrated media, that is, the fusion of multiple communication media, has profoundly changed the mode of information dissemination. For social and moral education, integrated media bring both opportunities and challenges. Opportunities lie in the fact that its wide coverage and diversified forms of expression enable the rapid dissemination of moral education messages to reach more people, and its interactive nature encourages public participation and discussion of moral issues. However, challenges also exist: information overload may drown out key ethical messages; the wide dissemination of multiculturalism may lead to the dilution or conflict of certain ethical concepts; and the openness of the melting media may sometimes become a channel for false or negative information, which may have a negative impact on ethical education. Therefore, how to appropriately utilize the melting media for moral education has become a topic that needs to be discussed urgently.

## 2. The Relationship between Integrated Media and Social Moral Education

With the advent of the digital intelligence era, media has further transcended integration to form "integrated media". Exploring the relationship between integrated media and social moral education, the first aspect involves defining social moral education, while the second aspect involves elucidating the current status of social moral education under the influence of integrated media.

### 2.1 Definition of Social Moral Education

Society, as a major platform for moral education, possesses characteristics of openness and a certain degree of selectivity.<sup>[1]</sup>In the realm of moral practice, social moral education involves three essential aspects of individual moral cognition, moral emotions, and moral will. The following will elaborate on these three aspects separately.

Firstly, social moral education primarily emphasizes elevating individuals' levels of moral cognition. Moral cognition serves as the foundation for individuals to form moral judgments and engage in moral behavior. This involves educating individuals about fundamental ethical principles, social justice, and civic responsibility. For instance, through school curricula and social practical activities, individuals are guided to establish clear standards of right and wrong, and to comprehend the significance of social justice and civic responsibility.<sup>[2]</sup>

Secondly, social moral education should diligently cultivate individuals' moral emotions. Moral emotions serve as the driving force and wellspring for individuals' moral behavior. Moral emotions refer to the emotional experiences and attitudes individuals have when confronted with moral phenomena, such as respect, compassion, sympathy, and a sense of responsibility. Through diverse and enriching educational formats, like stories, drama, and films, individuals' moral emotions can be stimulated, enabling them to develop emotional awareness and an inherent pursuit of moral qualities such as kindness, fairness, and integrity.

Lastly, social moral education must place significant emphasis on cultivating individuals' moral will. Moral will represents individuals' determination and self-discipline demonstrated in concrete choices and practices of moral behavior. It determines whether individuals can uphold their moral beliefs and pursue their values in practical situations. This necessitates conscious education and training to enhance individuals' capacity to act in accordance with moral standards when faced with temptations and pressures.

In conclusion, social moral education is a comprehensive and systematic educational process aimed at cultivating individuals' sound moral cognition, deep moral emotions, and steadfast moral will. This necessitates collaborative efforts and cooperation across various societal levels, including families, schools, communities, and diverse organizations, to establish a robust and effective moral education system.

## ***2.2 The Current Status of Integrated Media and Social Moral Education***

In the context of globalization and informatization, integrated media has become a significant form of information dissemination in the new era. Integrated media combines various means of expression such as text, images, sound, and videos, spanning across multiple media platforms including newspapers, television, and the internet. This integration facilitates quicker, more convenient, and diverse information transmission. Within this scope, social moral education also requires fresh contemplation and practice.

Firstly, integrated media offers an extensive communication platform for social moral education. Leveraging the characteristics of integrated media, the content of moral education can be vividly presented through forms such as text, images, videos, and animations, thereby enhancing the appeal and impact of education. Simultaneously, through technologies like the internet and mobile communication, moral education can swiftly disseminate throughout society, reaching both urban and rural areas, as well as schools and communities, enabling effective moral education.

Secondly, integrated media provides abundant practical forms for societal moral education. With the help of integrated media, it is possible to carry out a combination of online and offline moral education activities, such as online moral lectures, interactive educational games, and social practical experiences. Through these activities, the public can not only comprehend and learn moral knowledge, but also gain the opportunity to experience and enhance their moral qualities in practice.

Thirdly, integrated media has also brought challenges to societal moral education. The openness and diversity of integrated media may lead to the fragmentation and proliferation of information, making the content and information of moral education easily overwhelmed. The virtual environment of the internet has given rise to certain moral issues, such as online fraud, privacy infringement, cyberbullying, and more. These issues pose new demands on moral education.

## **3. The Transgression of Integrated Media and the Tense Dilemma of Societal Moral Education**

The deviation and anomie of integrated media exacerbate the tense situation of social moral education, and the reason is that the dissemination of integrated media disrupts moral cognition, weakens moral emotions, and weakens moral will.

### ***3.1 The surge of multiculturalism has led to the blurring of societal moral cognition.***

In the context of integrated media, the crosscurrents of diverse cultures have resulted in the blurring of societal moral cognition, posing significant challenges to societal moral education.

Firstly, the impact of multiculturalism challenges the traditional content and methods of moral education. Integrated media facilitates the rapid global dissemination of diverse cultural values, resulting in the emergence of various moral concepts and behavioral norms within society, thus posing challenges

to pre-existing moral education content. Simultaneously, the interactivity, immediacy, and openness of integrated media also alter the conventional approaches to moral education, presenting novel difficulties in the implementation of moral education. Secondly, the propagation of multiculturalism leads to a tendency towards moral relativism. Faced with a multitude of distinct cultural values, some individuals might fall into the trap of moral relativism, wherein they believe that all moral concepts and behavioral norms are relative and acceptable.<sup>[3]</sup> This perspective leads to confusion in people's commitment to and inheritance of the core socialist values, causing a lack of accuracy and stability in evaluating and judging moral behaviors. Furthermore, the impact of multiculturalism has resulted in the ambiguity of moral standards. When confronted with various cultural values, individuals may doubt and be perplexed about moral standards, unsure of which moral concepts and behavioral norms to follow. This situation significantly diminishes the effectiveness of societal moral education and also affects social harmony and stability.

### ***3.2 The chaos of "only flow" leads to moral emotion indifference***

In the era of integrated media, with the popularization of the concept of "traffic only", mass media has developed towards attracting attention and stimulating the senses, often resulting in a decrease in content quality and an increase in moral hazard. When traffic becomes the only pursuit goal, it may lead to indifference in social moral emotions, which in turn brings serious difficulties to social moral education.

Firstly, the dissemination logic centered around pursuing high web traffic encourages media to produce content that is vulgar, sensational, and even in violation of basic moral norms. In the quest for clicks and subscriptions, certain content creators often opt for provocative, extreme, or controversial topics, and such departure from traditional value orientations gains substantial exposure and dissemination on integrated media platforms. Secondly, this mode of dissemination causes the public to lose interest and patience in authentic and in-depth content, resulting in an overall societal dilution of moral emotions.

Being immersed in this kind of fast-food, frivolous content for an extended period can potentially undermine the public's moral judgment and their ability to emotionally resonate. Moreover, when the "Only flow" takes the lead, public issues and important societal affairs are likely to be disregarded or toned down. Media and content creators tend to be more inclined towards producing lightweight content that can quickly generate clicks, rather than delving into and disseminating socially meaningful topics.

Faced with this dilemma, the task of societal moral education becomes particularly daunting. On the one hand, educators need to address the younger generation who have been impacted by the "pursuit of web traffic" culture, potentially leading to shifts in their values and moral emotions. On the other hand, traditional moral education content and methods may appear outdated and uninspiring in the integrated media environment, struggling to capture the public's attention and resonance.

### ***3.3 The lack of standardization in the dissemination of content through integrated media stimulates weak moral will among educated individuals***

With the rise of integrated media, the dissemination of information has become increasingly convenient. However, accompanying this trend is the issue that certain integrated media content, in the pursuit of clicks and attention, leads to a distortion of information value. This tendency has far-reaching effects on recipients of this content, especially the youth, causing their moral determination to weaken.

Firstly, the shift in integrated media's dissemination logic signifies that "short, fast, and trending" has become the key to success. In this environment, many content creators, in their pursuit of quick attention, employ exaggeration, sensationalism, and even misleading methods for information dissemination, often disregarding the authenticity, depth, and value of the content. Educated individuals who spend extended periods in this information atmosphere might experience distorted moral judgment standards, with their cognition leaning towards shallow and immediate stimuli rather than profound reflection and assessment. Secondly, algorithmic recommendations further amplify this trend of value distortion.<sup>[4]</sup> Integrated media platforms often use user historical behavior data to recommend similar content, causing educated individuals to reside within an information filter bubble for extended periods, resulting in exposure to increasingly narrow and singular information. This homogenization and isolation of information make it difficult for educated individuals to develop comprehensive and diverse moral cognition. Instead, they are prone to immerse themselves in specific values or moral perspectives. Moreover, in the integrated media environment, educated individuals frequently passively receive information, lacking opportunities

for active reflection and challenge. This prolonged state of passivity may erode their moral determination and hinder their capacity for proactive consideration and resolution of complex moral issues.

In summary, the distortion of content values in the integrated media environment poses a significant challenge to the moral determination of educated individuals. In response to this, all sectors of society, including governments, educational institutions, and integrated media platforms, need to recognize the severity of this issue and work collectively to provide effective moral guidance and education to educated individuals, in order to prevent any further weakening of their moral determination.

#### **4. Strategies for Regulating Integrated Media and Societal Moral Education**

As a new form of media, integrated media, if leveraged on a foundation of proper regulations, can alleviate the tense situation of societal moral education. It can facilitate the formation of a favorable societal moral climate, maintain the order of societal moral education, and elevate the moral standards of educated individuals.

##### ***4.1 Activate the guidance of integrated media communication and promote the formation of good social ethics***

In contemporary society, integrated media has become the mainstream channel for information dissemination. Its extensive coverage and significant influence provide enormous potential for shaping societal moral trends. To fully leverage the advantages of integrated media in promoting a positive societal moral climate, several aspects need to be addressed.

Firstly, value-driven content creation is crucial. Content lies at the heart of integrated media communication. To foster a positive societal moral climate, content creation in integrated media should revolve closely around positive values and moral perspectives, striving to avoid shallow, one-sided, or misleading information. This requires enhancing the training of content creators and guiding them to produce content that is deep, authentic, and value-oriented. Secondly, ethical cultivation through interaction and feedback is imperative. A significant feature of integrated media is interactivity. Platforms should encourage users to actively participate in content generation, commenting, and sharing, thereby using such interaction to promote the dissemination and reinforcement of moral concepts. Meanwhile, for behaviors that distort facts and spread negative information, the platform should intervene and correct them in a timely manner. Finally, the value integration of cross-border cooperation requires cooperation from all aspects to fully activate the moral guidance function of integrated media. For example, governments, communities, schools, non-governmental organizations, etc. can collaborate with integrated media platforms to jointly develop and promote positive social and moral information, forming a collaborative force.

Integrated media, as a powerful tool for information dissemination, has enormous potential to promote the formation and development of social morality. But to fully tap into this potential, it is necessary to start from multiple aspects such as content, technology, interaction, and cooperation, to ensure that integrated media becomes a powerful assistant in the construction of social morality and fashion.

##### ***4.2 Establishing a sound set of regulations for the integrated media industry to uphold the order of societal moral education***

With the emergence of integrated media, its significance in societal communication is becoming increasingly prominent, while also introducing a series of challenges to societal moral education. To address these challenges, a thorough and meticulous examination of the issue is required from the following three perspectives.

Firstly, enhanced legislative support and regulatory mechanisms are necessary. In terms of legislative support, government authorities need to establish legal definitions and boundaries for the integrated media industry, delineating its responsibilities and rights. This should encompass not only requirements for accuracy and impartiality of information but also provide clear guidance on its role in moral education. For reinforced regulation, relevant government bodies should establish specialized agencies tasked with reviewing and monitoring integrated media content, ensuring its compliance with legal and societal moral requirements.

Secondly, industry self-regulation and public participation. Industry self-regulation requires the

establishment of industry standards. Integrated media enterprises and organizations should independently formulate or participate in the development of industry guidelines and ethical standards, clarifying their position and responsibilities in social moral education. Additionally, public supervision is indispensable. The public should be encouraged to engage in the evaluation and oversight of integrated media content. Leveraging modern technology, feedback mechanisms can be established to enable the public to report harmful or low-quality content.

Thirdly, the integration of technological innovation and moral education. Utilizing technologies such as AI and big data, content can be automatically screened and categorized, thereby reducing the risk of disseminating harmful content. Encouraging content innovation, collaborative efforts between integrated media platforms, educational institutions, ethical scholars, and others can be fostered to create and promote educational content with significant moral value, offering the public accurate moral guidance.

It can be seen that establishing sound norms within the integrated media industry and upholding the order of societal moral education is a comprehensive undertaking, involving the collaborative engagement of the government, the industry, and the public. Only through the synergistic cooperation of these three parties can the integrated media ensure not only the promotion of the free flow of information but also its effective role as a tool for the construction of social morality.

#### ***4.3 Combining the advantages of integrated media communication to elevate the moral realm of learners***

Integrated media, as an essential component of the modern media ecosystem, has opened a new chapter for moral education with its characteristics of cross-platform reach, interactivity, and real-time communication. To effectively enhance the moral realm of learners, we must fully leverage the communicative advantages of integrated media.

Firstly, deepen cross-platform reach and accessibility. The cross-platform nature of integrated media enables moral education content to be widely disseminated across various devices and users. This implies that no matter where the audience is located, they can access moral education information. Therefore, devising comprehensive strategies to ensure the content performs well across different platforms is essential to enhance its penetration. Subsequently, enhance interactivity and engagement. Compared to traditional media, integrated media places greater emphasis on audience participation and interaction. This provides an interactive space for moral education, where learners are no longer passive recipients but can actively engage in discussions and practice. Through online forums, interactive Q&A sessions, and similar methods, educators can directly communicate with learners, further deepening their understanding of ethics. Lastly, enhance real-time responsiveness and case analysis. The immediacy of integrated media allows us to swiftly respond to societal events, promptly providing analysis and guidance on moral issues to learners. When events with ethical challenges occur in society, educators can quickly offer case analyses through integrated media, enabling learners to exercise and enhance their moral judgment in real-life contexts.

To fully leverage the advantages of integrated media, educators should also pay attention to the following points: Firstly, the authenticity and authority of the content are crucial to avoid misleading the audience. Secondly, consider the diversity of the audience and formulate targeted educational strategies. Lastly, maintain continuous follow-up and evaluation to ensure the effectiveness of educational content and strategies. In summary, by combining the communicative strengths of integrated media, we are fully capable of providing learners with morally profound, comprehensive, and practical ethical education, thereby focusing on elevating their moral realm.

## **5. Conclusion**

All in all, the rise of integrated media has paved a new path for social moral education, allowing ethical information to swiftly and widely reach the public. Its diversity and interactivity infuse fresh vitality into the content of moral education, encouraging more people to engage in discussions on moral topics, thus forming a consensus. However, the extensive spread of integrated media also presents certain challenges. The saturation of information might lead to crucial moral education messages being overlooked or drowned out. Moreover, the exchange of diverse cultures and values can sometimes challenge or dilute traditional or universally accepted moral concepts. More critically, the openness of integrated media sometimes becomes a tool for the dissemination of false or misleading information, undoubtedly posing a challenge to the establishment of a healthy moral education environment. In

summary, integrated media brings unprecedented opportunities for social moral education, but also accompanies a series of challenges that require our careful planning and response.

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