



## Collaborative Development of Moral Education and Legal Education for College Students

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### Abstract

*The moral education of college students has received increasing attention from all sectors of society and has been listed as a strategic task of the country. However, in the specific process of practice, the cultivation of legal spirit is often neglected in moral education. This article aims to examine moral education and legal education for college students from the perspective of disciplines and explore the possibility of their collaborative development. Through literature review and theoretical analysis, this article finds that, from the perspectives of educational purpose, target, method, and scope of action, moral education and legal education have their respective advantages and limitations, but also exhibit strong complementarity. The two cannot replace each other, but they cannot do without each other's assistance. Therefore, based on the operational rules of the two, distinguishing different situations, scientifically applying, and adjusting in a timely manner, so that they can complement and collaborate functionally, is of great practical significance for improving the effectiveness of moral education and comprehensively enhancing the quality of college students.*

**Keywords** college students; moral education; legal education; coordinated development

### Introduction

With the acceleration of the legalization process and the rapid development of the economy, citizens' demand for social rule of law has become increasingly strong, and the demand for applied legal talents with excellent moral qualities has greatly increased in society. On the other hand, based on the need to protect their legitimate rights and interests and personal development, college students' demand for learning and applying moral and legal knowledge has also rapidly increased.

In China, the primary avenue for legal and moral education among university students is classroom instruction in the public course "Ideological and Moral Cultivation and Legal Basis". While the content coverage appears extensive, this is not the case in reality. Over the past decade, the number of class hours for this course has decreased from 251 to 209, with a corresponding reduction of 16.7% in content. In terms of the (legal education) teaching of the "Legal Basis" section, there are three major deficiencies. Firstly, legal knowledge is primarily introduced from the perspective of general law, with little coverage of specific sector laws. Secondly, the dissemination and impartation of legal knowledge are mainly fragmented and non-systematic, without forming a series of courses and systematic education. There is also a dilemma of

superficiality and short-term focus [1]. Lastly, practical activities are limited, and the coverage of educational targets is relatively narrow. Campus legal culture activities, such as "315" consumer rights protection legal awareness campaigns, "Learning and Speaking about the Constitution" speech contests on National Constitution Day, and knowledge contests on International Intellectual Property Day, are all based on voluntary participation, making it difficult to cover all university students [1].

On the other hand, the teaching effectiveness of "moral education" section in "Ideological and Moral Cultivation and Legal Basis" is not satisfactory. This is largely related to the course content, the teaching form and art, and students' understanding. In terms of course content, students have received similar education since childhood, and they feel that some content is abstract and distant from their understanding. They also find that the content of moral education "Ideological and Moral Cultivation and Legal Basis" seems familiar, clichéd, or superficial, thus losing interest and enthusiasm for learning. At the same time, as the teaching of moral education (Ideological and Moral Cultivation) and law (Legal Basis) is undertaken by different teachers, they rarely link moral theory with legal knowledge [2]. In terms of teaching form, most teachers mainly adopt lecture-based teaching, supplemented by video playback, discussion, or

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social surveys, making the teaching lack artistry and appeal, and the experiential aspect is poor, further reducing students' learning enthusiasm and initiative [3-5]. In addition, influenced by utilitarian and practical learning perspectives, professional courses occupy a core position, taking up more than 80% of learning time, and students generally do not attach enough importance to moral education [2].

Previous studies have shown that, in terms of educational objectives, targets, methods, and scope of influence, legal education and moral education each possess their own advantages and limitations, while also exhibiting strong complementarity [3, 6, 7]. To effectively enhance the moral and legal qualities of college students, universities must comprehensively consider the coordinated development of legal education and moral education, based on the level of mastery of legal knowledge and moral cultivation among college students.

## 1. Concepts of law and morality

Law is the sum of behavioral norms formulated or recognized by the state in accordance with the interests and will of the ruling class, and enforced by the state's coercive power (such as the military, police, courts, prisons, and other state apparatuses). It exists in the form of explicit legal provisions, including the constitution, laws (in a narrow sense), decrees, administrative regulations (such as the Regulations on Administrative Penalties for Public Security), ordinances, rules, precedents, customary law, and various written and unwritten laws. The purpose of law is to maintain social relations and social order that are beneficial to the ruling class, and it is an important tool for the ruling class to achieve its rule [8]. Law is promulgated by the state, reflecting the state's requirements for what people should do, what they are allowed to do, and what they are prohibited from doing. Law is a unique phenomenon in class society, emerging and developing with the emergence and development of classes and class struggle, and will disappear with the elimination of classes and class struggle [6].

Morality is a general term for norms, principles, and consciousness that are evaluated according to the standards of good and evil determined by social economic relations and maintained through social public opinion, inner beliefs, and traditional customs. It exists as unwritten implicit rules, and its criteria for evaluating behavior and thoughts are right and wrong, good and bad [9].

## 2. The relationship between law and morality

Law and morality are two fundamental behavioral norm systems that safeguard and promote social development. They are both distinct and interconnected.

### 2.1 The difference between law and morality

The two are at different stages of civic education, representing different scales and means of behavioral norms. Law is a "hard constraint", mainly relying on the coercive power of the state to be implemented; morality is a "soft constraint",

mainly relying on people's conscious adherence and timely adjustment of their own behavior to be implemented [8, 9].

### 2.2 The Connection between Law and Morality

The two have a strong unity, complementing and promoting each other.

#### 2.2.1 Law and morality complement each other functionally

Both must work together to maintain social stability. Taking college students as an example, the law serves as the lowest ethical boundary, focusing on constraints and enforcement, while school education emphasizes deep-level guidance and cultivation for students. Cultivating high-quality talents cannot solely be based on the standard of not violating the law, but rather should embody high quality and high standards in morality. College students' moral faiths are more manifested in their will self-discipline and self-restraint in behavior. Compared to legal constraints, moral self-discipline is stronger and more stable, and the behaviors are more proactive, conscious, and self-transcendent. Therefore, the law guarantees the safety of the learning environment, but this is not the ultimate goal. Our aim is to pursue the improvement of students' thoughts and souls, that is, noble moral qualities. Secondly, the moral rules for college students are mainly maintained through honesty among classmates, personal beliefs, and school systems. Furthermore, morality can only condemn but not sanction behaviors that infringe upon the interests of others and society; whereas the law is implemented with the guarantee of national coercive power and has a strict punishment mechanism, severely punishing illegal behaviors but powerless against immoral behaviors. Therefore, morality should be taken as the coordinate, and the law as the guarantee [6, 8, 9].

#### 2.2.2 Morality and law mutually reinforce each other

##### (1) A sound legal system promotes moral construction

The law maintains social stability, protects people's legitimate rights and interests, and preserves the normal order of life. When the country is stable and the material living standard is high, people tend to pursue spiritual needs more, striving to create a harmonious natural, social, and humanistic environment. In this way, people's moral quality will generally improve, and the moral rule system will become more rigorous and solid. Similarly, when campus stability and harmony are guaranteed, students will consciously restrain themselves with high standards, making the improvement of moral quality an inevitable trend. The driving force comes from the edification of a stable and united atmosphere. This trend is spontaneous rather than compulsory. Correspondingly, the moral atmosphere on campus becomes more harmonious [6].

##### (2) A good moral rule system is conducive to cultivating the habit of abiding by laws

The moral quality is cultivated by educators to form good habits, which then become principles for conducting oneself. The more students with good moral quality, the better the quality of higher education and campus culture. Therefore, under the constraints of a rigorous moral rule system, moral

education tends to be rational. Influenced by this, students will consciously restrain their own behavior and abide by the law and discipline [9].

### 3. Legal and moral qualities

#### 3.1 Legal quality

##### 3.1.1 Definition

Legal quality is an important component of an individual's comprehensive quality, referring to the ability of an individual to possess correct legal knowledge and legal awareness, understand and abide by the law, handle matters in accordance with the law. It includes 5 basic elements such as legal cognition, legal belief, legal awareness, legal concepts, and legal thinking [6].

##### 3.1.2 Main elements

###### (1) Legal cognition

It refers to people's understanding and comprehension of legal knowledge, legal norms, and legal spirit. Legal cognition is the basic ability to survive and develop in a society ruled by law. Its connotation goes far beyond the simple memorization of legal provisions, encompassing a systematic understanding of the legal system, legal principles, judicial procedures, and legal values. It includes not only the static content of norms but also the understanding of the dynamic adjustment process in legal operations. For example, a person with high legal cognition not only knows the conditions for the formation of a contract in the Civil Code, but also understands the balance between freedom and responsibility behind the principle of "autonomy of will", and can even foresee how to compensate for legal loopholes through judicial interpretation [6].

###### (2) Legal faith

Legal faith refers to the conviction that people have in deeply understanding of and revering the law, and take it as the supreme guideline for their daily lives [6].

###### (3) Legal awareness

It represents a special social consciousness, referring to the subjective grasp of social phenomena from a legal perspective. It is a comprehensive manifestation of people's thoughts, views, opinions, and emotions towards law, reflecting individuals' micro and subjective cognition and attitude towards legal phenomena. It is characterized by spontaneity and plasticity. Legal awareness is divided into spontaneous legal psychology and a legal ideological system that needs to be cultivated. The former is perceptual knowledge, while the latter is systematic rational knowledge. Legal awareness plays an important role in legislation, judicature, and law-abiding, and directly determines whether individuals can propose scientific legislative demands, consciously abide by the law, and understand and support judicial activities [6].

###### (4) Legal concept

It represents an overall and fundamental perspective and attitude towards law, involving the overall understanding and value orientation of the legal system, principles, rules, and legal implementation, and is closely linked to rational thinking [6].

#### (5) Legal thinking

Legal thinking refers to the cognitive process of thinking like a lawyer or a judge, that is, using legal theory, professional terminology, and professional logic to analyze and judge issues [6].

##### 3.1.3 The structure and formation of legal quality

The core of legal quality lies in possessing correct legal awareness, utilizing legal thinking to analyze and solve problems, and forming principles of handling matters in accordance with the provisions, principles, and spirit of the law. This core encompasses three levels: First, one should conduct daily affairs based on the law and facts, which helps people to stand firm and distinguish right from wrong when facing conflicts between law and morality, or law and human sentiment. Second, one should emphasize procedures and legal principles in daily affairs and act strictly in accordance with the law. Third, one should cultivate legal spirit and awareness, deepen understanding of the law, and develop legal practical abilities. This represents the highest level and most concentrated manifestation of legal quality [6].

The formation of legal quality is a continuous process of learning legal knowledge, developing legal emotions, forming legal faiths, transforming into legal awareness, and manifesting as legal behavioral competence. Among these, legal knowledge serves as the foundation, legal emotions as the driving force, legal faiths as the intrinsic motivation, legal awareness as the embodiment of knowledge, emotions, and faiths, and legal behavior as the external manifestation [6].

#### 3.2 Moral quality

##### 3.2.1 Definition

Moral quality is another important component of an individual's comprehensive quality, referring to the comprehensive ability of thought, behavior, and values, including four components: moral cognition, moral emotion, moral behavior, and moral will [7].

##### 3.2.2 Main elements

###### (1) Moral cognition

It refers to the knowledge individuals understand about moral norms, principles, and concepts, as well as the ability to use this knowledge to judge right and wrong, and good and evil [7].

###### (2) Moral emotion

It refers to an individual's concern, sympathy, and sense of responsibility towards others' feelings, needs, and happiness. People with noble moral emotions are able to care for others based on correct moral cognition, feel the pain and happiness, and are willing to make efforts for others' happiness [7].

###### (3) Moral faiths

It refers to the conviction that people deeply understand morality, respect morality, and regard moral norms as the necessary criteria for behavior [7].

###### (4) Moral behavior

It refers to the responsible behavior exhibited by individuals towards others and society, such as respecting, caring for, and dedicating to others [7].

### (5) Moral will

It refers to the will exhibited in moral behavior, including moral awareness and moral self-discipline. Moral awareness refers to an individual's conscious and introspective awareness of moral behavior. People with moral awareness not only know what is right but also maintain vigilance towards moral behavior at all times. Moral self-discipline refers to the ability to exercise self-control and self-restraint in the face of temptation and difficulties [7].

### 3.2.3 Structure and formation of moral quality

The foundation of moral quality lies in correct moral cognition. This foundation gives rise to three levels: First, one should conduct daily affairs with moral principles as the yardstick; second, one should correctly express moral emotions and generate correct moral behaviors. Third, one should cultivate good moral will, monitor one's own moral emotions and behaviors with good moral awareness, and use strong moral self-discipline to correct erroneous words and deeds and maintain correct behaviors. This is the highest level and most concentrated manifestation of moral quality [7].

The formation of moral quality is a continuous process of gaining moral cognition, generating moral emotions, forming moral faiths, transforming into moral will, and manifesting as increasing moral behavioral competence. Among them, moral cognition serves as the foundation, moral emotions as driving force, moral faiths as intrinsic motivation, moral awareness as the embodiment of cognition, emotions, and faiths, and moral behavior as the external manifestation [7].

## 4. The relationship between legal quality and moral quality

The core connotations of legal quality and moral quality are legal awareness and moral concepts, respectively. Therefore, when comparing these two qualities, the main focus is on discussing the relationship between legal awareness and moral concepts. The differences lie in the following 2 aspects: Firstly, the perspective and scope of reflection are different. Legal awareness is centered on legal thought and provides legal basis for the ruling class's governance based on a certain class-law relationship; moral concepts reflect social moral relations and regulate people's ethical relationships. At the same time, the scope of moral concepts is broader than that of legal awareness, but its compulsory nature is weaker. Secondly, the closeness to the economic foundation is different. Legal awareness is more closely related to the economic foundation, directly safeguarding certain economic relations. Moral concepts, on the other hand, are relatively loose and maintain a certain degree of tradition and custom. The connection between legal awareness and moral concepts lies in the following 2 aspects: Firstly, both are reflections of social existence. Both are important components of the superstructure and key elements of social spiritual life. Secondly, they mutually penetrate and influence each other in content. Legal awareness embodies individual's understanding and recognition of the moral orientation of the ruling class, and moral concepts provide a value foundation for legal awareness [6].

## 5. The synergistic effect between legal education and moral education

### 5.1 Concepts of legal education and moral education

Legal education is an educational activity centered on popularizing legal knowledge, enhancing legal awareness, and cultivating legal thinking and practical abilities. It encompasses two major dimensions: professional talent cultivation and civic legal quality improvement. This article primarily discusses the latter [6].

Moral education is an activity that intentionally, systematically, and organically exerts moral influence, enabling educatees to develop moral qualities that meet the social requirements [7].

### 5.2 The necessity of moral and legal education for college students

Traditionally, China has emphasized the importance of cultivating college students' moral qualities, linking moral grades to students' annual comprehensive evaluations and appraisals for excellence and advancement [10]. However, the effectiveness of moral education in universities is not significant [11]. On one hand, moral education lacks initiative and pertinence, with insufficient intrinsic motivation for innovation, general teaching, and a large quantity of moral education activities with low quality. At the same time, the long-term mechanism is not perfect. Therefore, college students' moral qualities are lacking, especially in terms of significant deviations in moral cognition, lack of moral faiths, weak moral awareness, and low moral self-discipline [2, 11].

On the other hand, universities attach insufficient importance to improving the legal quality of college students, believing that their daily activities are limited to studying in campus and do not involve much contact with legal matters [1]. Or they simply assume that "not stealing, robbing, or killing" equates to good legal quality. Under the influence of this mindset, the cultivation of legal literacy is neglected, which is prominently manifested in the following 3 aspects: (1) Lack of legal cognition. Many students have an inadequate understanding of laws such as the Constitution and criminal law, and are unclear about their rights and obligations. 68.7% of them believe that their classmates' awareness of rights and obligations is average; 28.7% believe that their classmates' awareness of rights and obligations is weak. 52.3% have little understanding of their own obligations and rights; 51.4% lack sufficient action in fulfilling their obligations; 60.4% believe that rights and obligations are only written on paper and have little impact on life. (2) Weak legal awareness and insufficient motivation for legal behavior. Some students lack a strong sense of rules, unable to correctly safeguard their own rights, or intentionally or unintentionally harm the personal rights and interests of others. Some students' compliance with the law remains at a superficial level, believing that only murder, arson, and theft constitute violations of the law. (3) Lack of legal faiths. Some college students have an unclear understanding of the value of law, and even still adhere to the erroneous belief that "rule by man is greater than rule by law". Only 32% of them have a certain degree of trust in the law,



28.8% believe that the legal system will become more and more perfect, and 39.2% lack confidence in the role of the law [1, 12].

Based on the above situation, it is imperative to enhance the legal and moral qualities of college students. The necessity lies in:

### **5.2.1 Meet the needs of social development**

With the continuous advancement of the rule of law, there is an increasing demand for talents possessing both legal and moral qualities in society. As the main force in future social construction, college students need to possess high legal and moral qualities. Secondly, legal and moral qualities are not only important components of personal qualities but also significant indicators of social civilization. The level of legal and moral qualities of college students directly affects social order and humanistic atmosphere. Finally, improving legal and moral quality helps college students cope with complex and changing social environments and increasing legal challenges.

### **5.2.2 Adapting to the needs of higher education reform**

China's higher education has entered a stage of popularization, which is of great significance for reserving high-quality talents. However, problems and contradictions have emerged, such as: the shortage of educational resources and the inability of teachers to keep up with demand, resulting in a decline in teaching quality; the diversification of student quality, and the mismatch between the curriculum system and assessment mechanism and student quality; the contradiction between intellectual property rights, knowledge payment, and insufficient learning materials; the insufficient number of job opportunities, leading to increased employment stress; and the payment of tuition, which has polarized the relationship between educators and educatees, whose fundamental interests are aligned. All these issues bring new challenges to the education and teaching of universities. Universities should take laws as the yardstick and morality as the guide to guide students' thoughts.

### **5.2.3 To respect students' personality and safeguard their legitimate rights**

The rights to education, personal freedom, reputation, privacy, fair evaluation, and appeal are fundamental rights granted to students by law, and these rights should be respected and protected by schools. College students are in a stage of rapid growth and are receptive to new things and ideas [13]. Informatization has made it easier for college students to interact with society, leading to dissatisfaction with social injustices such as the lack of legal basis, non-compliance with laws, lax enforcement, failure to correct violations, and power-for-money transactions. If legal education can be conducted in accordance with the situation, it will be beneficial for college students' healthy growth. At the same time, college students have a strong thirst for knowledge and active thinking, but there are still shortcomings in terms of consistency between thought and action, consciousness of learning and abiding by laws, unity of ideals and reality, and

honesty in dealing with others [13]. Universities should adhere to governing schools according to law, restrain students' behavior with legal discipline, and guide them with moral principles. For college students, whether in term of the cultivation of moral concepts and legal awareness, or the acquisition of professional knowledge and vocational skills, legal and moral education are both needed for collaborative guidance.

## **6. The relationship between legal and moral education**

Legal and moral education complement each other, which is reflected in the following 2 aspects.

### **6.1 Share the same purpose and target audience**

Legal education aims to regulate college students' behavior through legal means, while moral education explores how to guide their behavior with concepts and beliefs under certain culture and knowledge conditions. Both legal and moral education target college students, with the goal of regulating their behavior to conform to the mainstream values of society.

### **6.2 The significance of collaborative development of legal and moral education**

#### **6.2.1 The significance to legal education**

##### **(1) Embody political civilization**

Moral education involves imparting the moral requirements of the ruling class to all citizens. Using legal means to conduct moral education and ensuring that moral education is always conducted within the framework of the rule of law is one of the important hallmarks of political civilization.

##### **(2) It is conducive to highlighting the course nature of legal education**

Firstly, combining moral and legal education to achieve a complementary effect is a manifestation of the state's will. The state injects the will that moral education needs to express when formulating laws, so both legal education and moral education reflect the state's will. Secondly, strengthening moral education alongside legal education is beneficial to the development of legal education. Moral education allows college students to correctly understand and apply the spirit of legislation, thereby achieving the effect of legal education. Without moral education, it can lead to outdated concepts and misunderstandings of the legislative spirit, which not only prevents the law from being properly enforced but also enables people to exploit legal loopholes. Integrating moral education into legal teaching can enhance college students' awareness of intrinsic values, help them establish correct value judgment standards and concepts of right and wrong, strengthen their belief in the rule of law, and better reflect the nature of legal education courses. At the same time, it stimulates college students' pursuit of knowledge and ideals, making them proactive in improving their legal quality and becoming individuals with responsible behavioral capabilities.

##### **(3) Adapting to the transformation of the relationship between universities and college students**

With the deepening of reforms in universities, the relationship between schools and students is constantly evolving, giving

rise to new phenomena and issues. Therefore, we must seriously consider how to understand the relationship between schools and college students from a legal perspective, deepen moral education for students, and promote their healthy growth. There are two types of relationships between universities and students: (1) the relationship of administration and legal management, where the school has unilateral management and disciplinary powers over students; while issues such as property disputes and intellectual property disputes constitute a special legal relationship. (2) the relationship of service and being served. Students pay a certain amount of tuition fees, and the school provides corresponding services, which constitutes a service relationship. Therefore, schools should govern themselves according to the law, respect and safeguard the legitimate rights of students, and provide high-quality educational services for them.

Moral education activities are systematic educational endeavors that are formed by the combination of moral educators, educatees, and their mutual relationships. This educational activity may be situated in the process of university development, reform, and innovation, or it may be in the "Tacitus Trap" (when moral education in universities loses credibility, regardless of the truth, goodness, or badness of its content, the public tends to question or deny its motives). Influenced by the anarchist tendency of online culture, various contradictions and conflicts are bound to arise between cadres and the masses, teachers and students, and colleagues (or fellow students). College students pay close attention to online information, and relying on their ability to judge and accept new things. They establish their own unique attitudes and emotions towards social phenomena, which are then externalized into individual behaviors [13]. This poses a challenge to the credibility of moral education. Moral educators need to respect the attitudes, emotions and dignity of college students, while guiding them to clarify their rights and obligations, act in accordance with the law, eliminate contradictions and conflicts, and harmonize interpersonal relationships.

#### **6.2.2 It is conducive to cultivating students' good moral character**

##### **(1) Legal education provides scientific theories for moral education**

The discipline of moral education lacks systematicness and theoretical rigor. Theories related to moral education have always been questioned regarding their operability. Legal education can enhance the operability and effectiveness of moral education, thereby strengthening its persuasiveness and theoretical foundation. For instance, in moral education, "rights" are abstract and generally not explained, with emphasis only on what someone should and should not do [9]. Elaborating on rights issues using legal knowledge enables students to clarify the scope of action and application principles of rights, and correctly distinguish between authority and human rights, legitimate rights and psychological privileges, and so on [9]. Similarly, many contents of law are also topics that moral education needs to

explore. Therefore, drawing on legal theory contributes to the improvement of moral education theory [6, 8].

##### **(2) Legal education promotes innovation in moral education**

Integrating legal education into moral education for college students can expand the connotation of moral education, promoting its comprehensive development and keeping pace with the times. The rule of law is one of the important symbols of social civilization [6]. The primary task of innovating moral education is to standardize and scientifically develop it under the guarantee of legal systems. There is no essential difference between morality and law. When immoral behavior exceeds a certain level, it becomes illegal. We can use legal theory to promote the innovation of moral education theory: On one hand, moral education provides a good moral quality foundation for cultivating students' legal awareness and legal concepts. On the other hand, legal education promotes moral education, making it permeate people's moral concepts. In addition, law endows moral education with new content. With the development of the market economy, market economy concepts have entered the moral field, causing a huge impact on people's moral concepts and behavior patterns. Moral education should keep pace with the times, applying law to enable itself to innovate in content and form. In terms of form, it will improve its logic, and in terms of content, it will enhance its positiveness and relevance to daily life.

##### **(3) The moral education function inherent in law itself**

As a tool for social governance, law not only serves to constrain people's behaviors but also plays a role in shaping one's moral character. This is similar to moral education, or rather, law itself possesses a moral educational function.

Firstly, law provide resource support and establish a comprehensive moral education system. The law, through the use of coercive power, establishes order and norms that align with the interests of the ruling class, providing effective moral justification for governance. It transforms the political beliefs and value pursuits of rulers into social beliefs widely recognized by the populace, fostering psychological identification and political integration within their ideological and political culture. This fosters internalized obedience, maintaining consistency with the national ruling will [8]. In this process, the law becomes an important resource for moral education. For example, the constitution and laws not only embody the political program of the ruling party and the basic moral principles of citizens, but also stipulate specific moral norms. The provisions in the constitution and laws regarding citizens' fundamental rights and obligations not only establish legal relationships but also set basic moral norms, providing a legitimate basis for moral education. In this way, the law and moral education collaborate to shape behavior through a combination of hard and soft approaches, promoting the development of the moral education system [8].

Secondly, leverage complementary effects to enhance the effectiveness of moral education. Moral education stimulates

people's consciousness to adopt correct behaviors through patient and meticulous persuasion, while the law focuses on regulating human behavior through legal means. However, in guiding people's behavior and maintaining social development, the two complement and support each other. Moral education emphasizes the role of "awakening" and is an influencing process characterized primarily by "calling". Under normal circumstances, this "calling-type" education only works for advanced levels, but it is difficult to work for those who lack moral consciousness and pursuit [9]. Legal education is different. It can not only punish those who have moral misconduct through compulsory means to ensure the implementation of moral norms, but also encourage people's moral pursuit and improve the effectiveness of moral education through granting honorary titles, commendations, promotions, and other means [6].

Finally, optimize the environment to promote the development of moral education. The development of morality cannot be separated from a sound legal environment. By protecting lawful conduct, punishing illegal activities, and cracking down on criminal acts, the legal indirectly serves as a moral educator. Utilizing legal means to transform external heteronomy into internal self-discipline [7] can facilitate the formation of morality, which is far more effective than merely appealing to morality. This necessitates that legal education emphasizes social practice. Through students' independent participation in social activities, we can enhance their personal experiences and inner comprehension, thereby improving the effectiveness of moral education guidance.

With the diversification of socio-economic components, organizational forms, employment methods, interest relations, and distribution methods, as well as the influence of negative ideologies such as individualism, money worship, and hedonism, illegal and criminal activities have increased sharply. Under such circumstances, the persuasiveness and effectiveness of morality tend to be weak. Only by relying on the power of law, supplemented by moral education, can we resist various erroneous concepts. At the same time, the popularization of moral education has made the concept of comprehensive moral education deeply rooted in people's hearts, which helps to enhance individuals' legal awareness. This comprehensive moral education includes family moral education, community moral education, school moral education, and social system moral education.

## 7. Conclusion

Legal education plays a significant role in enhancing the moral standards of college students, guiding their value pursuits correctly, inspiring their patriotic sentiments, and safeguarding their legitimate rights and interests. Moral education embodies the will and curriculum nature of legal education, creates a suitable humanistic atmosphere for legal education, and promotes the correct understanding and application of legal spirit. With the complexity of social forms, college students' legal and moral education face new tasks and challenges. Adopting a timely educational philosophy, identifying the laws of close interaction between

legal and moral education, and organically combining the two, have beneficial reference significance for constructing a new model of quality education for college students and improving the education effectiveness.

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