



Research on The Development of Youth Character Education: Take Chinese Perspective

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Abstract

In order to understand the status quo of adolescent character education and to promote the formation of excellent quality, this paper uses literature research and qualitative analysis to study adolescent character education. Firstly, this paper's research literature on adolescent education through retrieval analyzes the existing theoretical achievements from four dimensions of connotation, problems, strategies, and enlightenment of character education for teenagers and understanding its prior status and progress. And then the findings are as follows: the research results of youth character education in the world could be better. Astonishingly, in recent years, Chinese scholars' research on youth character education is still rare. The findings indicate that more than the emphasis on adolescent personality education is needed. Based on theoretical literature, take the Chinese perspective and set two suggestions: follow the regular and pay attention to practice. Firmly believe these theoretical results should be combined with practice to achieve educational goals. This paper has theoretical and practical significance in developing excellent youth character and the perfection of the theoretical system of adolescent character education.

Keywords: *Youth; Character Education; Research; Development; Chinese*

A. Introduction

Teenagers are the hope of the country's future, and their character development should be valued accordingly. Now that China has embarked on the historical journey of Chinese modernization, the modernization era will produce modernization problems. So, how should we improve the Chinese youth character education theory to suit the country's and society's development needs? Therefore, this paper uses the literature research and qualitative analysis method to search the literature about quality education for teenagers on Springer and CNKI(China National Knowledge Internet) and summarizes the research results of character education for teenagers from four dimensions: connotation, problem, strategy, and revelation. We found only 24 research literature on youth character education on CNKI; however, there are 18,756 results in Springer. Based on the literature research results, this paper has mastered the development status of character education, taking strengthening character education for Chinese youth as an example, and put forward two suggestions: follow the rules of youth character education, and attach importance to applying the theoretical research results into practice. Undoubtedly, the development of things must follow the regular, and youth character education is no exception. Only after being tested in practice can we continuously improve the theoretical character education system for teenagers and gradually promote the formation of excellent

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character. This article is for the country, society, and people to cultivate the overall development of modern Chinese talents to achieve the great rejuvenation of the Chinese nation and world peace and happiness.

B. Methods

Firstly, this paper adopts the literature research method to search the research literature on quality-oriented education around the world through Springer and CNKI. Then the research results of character education for teenagers are sorted out from four dimensions of connotation, problem, strategy, and revelation by qualitative analysis. Finally, combining theory with practice, this paper puts forward two suggestions for strengthening the quality of education of teenagers.

We will collect the research literature on adolescent character education and make an inductive analysis from four dimensions: connotation, problem, strategy, and revelation.

1. Analyze The Connotation of Youth Character Education

Youth Character Education is a long-term educational activity aimed at cultivating good character. Character education is a kind of wisdom training for cultivating good conduct, character, quality, and moral character of young people. The content of education includes mental inspiration, habit formation, teaching core values, and high-tech concepts to equip young people with the essential, sound, and beautiful qualities of overall development of morality, intelligence, body, the United States, and labor required by society. Character education is the family's responsibility first, then the responsibility of the school, society, and the Internet. Character education enables young students to grasp the core socialist values. Character education aims to realize teenagers' free and all-around development, shaping their faithful, sound, and beautiful personalities. Ancient Greek educators Plato (2017) and Aristotle (2003) both advocated the use of music education and physical education to cultivate people's excellent character. Plato emphasized justice, rationality, and wisdom, and Aristotle proposed freedom, moderation, and the theory of the soul based on Plato. Sukhomlinsky(2014), an educator in the former Soviet Union, conducted a comprehensive study on character education and proposed advanced theories on the comprehensive development of morality, intelligence, physical, American, and labor.

Bertrand Russell (2020) in the United Kingdom creatively proposed that male and female education should be different and that good character should be cultivated based on love. Thomas Lickona (2001), an American youth character educator, proposed character education with respect, responsibility, fairness, compassion, cooperation, tolerance, courage, and honesty as the main contents. He believed that only through the joint efforts of family, school, and society could promote character education and the effect of educating people can realize. Nansook Park & Christopher Peterson (2006) coded the existence of 24 character strengths in the VIA classification and children's happiness level through investigation and analysis and proposed that character strengths such as love, passion, and hope are related to happiness. Among older children, gratitude has associated with happiness. They also discuss the early development of character strengths and possible ways to cultivate them. Jason Baehr (2017) outlined the "four-dimensional" conceptual model of individual personality and some character strengths or "virtues" corresponding to each dimension. He also investigated the influence of such descriptions on character education in adolescents' environments and discussed the relationship between intellectual quality education and traditional quality education.

Traditional quality education emphasizes the development of moral and civic virtues such as kindness, generosity, and tolerance. Xiaoyan Li (2019) believes that character includes habits, traits, and virtues and cultivates and shapes positive character to promote children's and adolescents' mental health, reduce problem behaviors, and improve happiness and academic performance. Pak Soyoung & Cho Ami (2018) observed the abilities that teachers should have in adolescent sex education, understood the actual power needed for adolescent sex education based on teachers' educational experience, and put forward plans to master and improve teachers' abilities. Steen, T.A., Kachorek, L.V. & Peterson, C (2003) analyzed 459 students from 20 different high school classrooms in Michigan who participated in focus group discussions on the character strengths contained in the "Value in action" classification. The results showed that: Students are interested in subjects of good character and can discuss examples of each merit candidly and diplomatically.

They were particularly attracted to positive qualities such as leadership, practical intelligence, intelligence, social intelligence, a love of learning, spirituality, and the ability to love and be loved, with students believing that advantages are acquired mainly rather than innate and that these advantages are developed through continuous life experience rather than through formal education. They point to an almost total lack of contemporary role models who embody the virtues of different personalities. They believe that peers can be a significant force in encouraging youth development and demonstrating good character. Zarrett, N., Liu, Y., Vandell, D.L. et al. (2021). A preferred reporting project using systematic review and meta-analysis (PRISMA, Moher et al., Guidelines for PLoS Med 6(7):e1000097, 2009), which conducted an extensive review of previous studies to provide a comprehensive understanding of the various ways in which organized activities support moral and civic character development, they found that the greater the intensity, duration, and breadth of participation, the better the adolescent personality outcomes. For moral character, the type and quality of activity Settings are significant in supporting development. They will propose that moral and civic character development should be considered and deliberately cultivated in activity as two separate but complementary dimensions of interpersonal character.

Elisabeth Bugelmayer & Daniel D. Schnitzlein (2018) proposed correlations between siblings and neighbors in school achievement, cognitive skills, and physical and mental health indicators based on a sample of German adolescents. They estimated correlations between siblings and found a substantial impact of shared family and community backgrounds on all outcomes. They also estimated neighborhood relations to clarify the effects of family background and neighborhood. The results show that the estimated neighbor correlation is significantly lower than the estimated sibling correlation. However, the neighbor correlation remained significantly higher than the sibling correlation, especially for cognitive skills and mental health.

2. Study The Problem of Youth Character Education

With The Times's progress and society's continuous development, the country's need for talent is also changing constantly. Of course, youth character education is also a long-term development with the development of The Times to make updates and adjustments. So far, what are the problems of character education for teenagers? Yaqin Guo (2014) proposed that there are problems of lying, skipping class, skipping school, cheating, fighting, fighting, running away from home, hurting others, and even self-harming among teenagers, and the emergence of these problems is precisely the reflection of inner confusion, confusion, distress and anxiety of teenagers in the face of the problems exposed in the current social development. She studied

the importance of family education to the character education of young people. She believed that social, school and family education should form a trinity of educational forces.

Kim, Doo-Han, Kim & Ha-Young (2015) investigated the necessity and purpose of taekwondo practice in order to determine the role and function of taekwondo in character education of children and adolescents from multicultural families and then tried to explore the direction of taekwondo training among students from multicultural families and issues to be paid attention to on this basis. Seong-Hun Choi (2016) believes that exam-based education leads to the inconsistency of human nature and wisdom, school violence, and collective exclusion. Character education's primary purpose is the basic skills to establish a happy relationship with others. Wang, J., Ferris, K.A., Hershberg, R.M. et al (2015). The developmental trajectories of personality and other positive attributes are studied and examined by analyzing potential growth curves of survey data. They suggested that the older youngsters rated themselves lower than, the younger participants on helpfulness, fear of others, thrift, and academic performance. However, all the young people had moderately high self-evaluations across all attributes. At all stages, the Boy Scouts of America's self-ratings increased significantly in terms of being happy, helpful, kind, obedient, trustworthy, and hopeful for the future. Non-scout boys from religious institutions did not show any significant change in their self-evaluation, except for a significant decline in religious awe.

Scales, P.C., Roehlkepartain, E.C. & Shramko, M (2017) propose that youth development impacts all sectors of society and that a holistic approach to promoting positive youth development from a cross-sector perspective may be a more effective and cost-effective way to invest in youth. Current interest in collective influence for the betterment of young people intersects with interest in a wide range of socio-emotional, non-cognitive, or "soft" attitudes and skills increasingly recognized as underpinning multiple educational, Labour, and livelihood outcomes. Nevertheless, these "intangible" factors are hard to measure well, especially when compared to observable behavior or testable knowledge and skills. This challenge is even more acute in low - and middle-income countries, where research is limited. There are fewer consistent, validated measures to examine individual abilities, especially those subject to consistent background analysis and tested for cultural and linguistic differences. Margaret Beale Spencer & Tirzah R. Spencer (2014) emphasizes that the emphasis on positive youth development is long overdue. Presents a unique program spanning ten years, involving 42 states and 7,000 participants, demonstrates a significant contribution to the positive development of youth, analyses the background and nature of assets that are important to youth, explores a variety of issues related to the positive development of youth, Insufficient sampling and follow-up of young people from families that continue to face persistent social inequalities and benefit most from conceptual strategies for positive youth development is a significant shortcoming; It prevents group analysis. They note that although research decisions limit the generalizability of positive youth development research strategies for non-white American youth, the intended goal of inclusion is obvious and thus implies a degree of hope.

Zhen Ma (2019) found that in recent years, China has paid more and more attention to the mental health of primary and secondary school students, and character education programs suitable for developing Chinese primary and secondary school students should establish. He pointed out that effective character education can not only effectively promote the development of the excellent character of children and adolescents, help children and adolescents to form positive social attitudes and skills, but also help to prevent a series of possible behavior problems. Corine P. Tyler, G. John Geldhof, Katrina L. Black & Edmond P. Bowers (2020) propose that critical consciousness supports youth development and participation in civil society. They surveyed 515 adolescents on critical reflection (a component of critical awareness) and 5c (Mage = 13.38; 46.47% female): White youth in middle-income schools (N = 112), white youth in low-income schools (N = 250), and black youth in low-income schools (N = 153). Their findings suggested that black youth who attended low-income schools reported the highest

critical reflection on racial issues. In contrast, white youth who attended low-income schools reported the lowest critical reflection on socioeconomic issues. Critical reflection was negatively associated with some 5c, but only among white youth.

Kezhi Liu, Mingyuan Tian, Xiaoyuan Liao, Xinyi Zhou, Bo Xiang, Wei Lei & Jing Chen (2022) believed that character advantage could effectively prevent negative psychological consequences in adults. They explore the personality strengths independently associated with fewer behavioral problems in early adolescence and, through investigation, suggest that personality strengths are protective factors against early adolescent behavioral problems. Hakan Buyukcolpan & Nurten Karacan Ozdemir's new crown pneumonia (2022) argue that a pandemic to young people brought a lot of uncertainty and adversity, which harms their mental health. In the framework of positive youth development (PYD), they explored the mediating role of uncertainty intolerance (IU) between SEL skills and well-being and SEL skills and life satisfaction (LS) in adolescents. They examined the mediating role of IU between SEL skills and well-being (Model 1) and SEL skills and well-being (Model 2). The analysis shows that SEL skill is positively correlated with happiness and LS and negatively correlated with IU. In addition, IU has negatively correlated with happiness, and IU has negatively correlated with happiness. The results also show the mediating role of IU in the relationship between SEL skills, happiness, and LS. They found that SEL skills played a crucial role in well-being and LS by reducing the impact of IU, thereby promoting PYD during the pandemic.

3. *Research The Strategy of Youth Character Education*

What strategies have scholars proposed for character education for young people? Are these strategies time-sensitive? Are these strategies still relevant today? Charles L. Glenn (1998) argues that educators, parents, and policymakers in the United States are concerned about the apparent inability of many schools to help students develop character and civic virtue. They argue that education policy should take full advantage of educators' growing interest in creating independent, distinctive schools and parents' continuing interest in being able to choose which schools their children attend, making a series of policy recommendations designed to balance school autonomy with the need for public accountability. Reynaldo Universidad Austral Rivera-Baiocchi (2019) argued that personality development requires not only high-quality courses but also strategies for educators and staff development that can adapt courses to the needs and backgrounds of learners. Using big data and learning analytics strategies can improve the character development of young people, especially in developing countries, promote the development and practical wisdom of educators, and improve the effectiveness of curriculum implementation in countries where such expertise is lacking.

Meishi Lim Haslip & Michael J. Haslip (2013) shared lessons from implementing community character education programs in Malaysia. The project at Jenjarom Learning Center aims to transform and empower local children and youth through moral and character education, believing that the stated goal of the project is to awaken the inner talent and dignity of each child through increased awareness of self-worth, concern for equity and harmony, and commitment to service learning. Yangli Guo (2017) analyzed that Chinese teenagers currently face the dilemma of moral socialization due to various complex reasons caused by improper family education. The neglect of character education in schools leads to moral problems for teenagers, some bad social atmosphere seriously impacts the healthy growth of teenagers, and the disadvantages of the rapid development of information technology erode the minds of teenagers from time to time. From the perspective of family character education, she explores the possible causes of the moral socialization of Chinese teenagers, including family education focuses on academic education and ignores moral education; Family moral education emphasizes moral knowledge and ignores character and will; Parents do things know action disconnect; Improper family upbringing; Family environment disharmony imbalance; The

function of family character education is weakening. She proposed to optimize family character education, enhance the timeliness of family character education, awaken and cultivate teenagers' character subjectivity, cultivate teenagers' self-education, and establish the partnership of family, school, and society in character education.

Yurong Ge (2019) analyzed the connotation of "micro-broadcasting" and pointed out that it has the characteristics of solid visibility, weak circle, and hyperspace time, which brings a significant impact on the moral character of teenagers: moral cognitive disorder, alienation of moral emotion and imitation of vulgar moral behavior. He believes that in the current "micro-broadcast" environment, it is necessary to promote the healthy growth of teenagers by developing their selfless love and morality, taking into account reasonable horizontal and vertical development, practicing scientific example education, creating a happy family atmosphere, and building an online education platform.

4. Enlightenment Research on Quality Education for Teenagers

Chinese scholars have made a comparative study of character education between China and the United States and obtained some enlightenment. Furthermore, absorb and learn from the connotation of American youth character education, transform and innovate the theory and method, and apply it to Chinese youth character education to cultivate the overall development of teenagers. Xu Li (2003) discussed and analyzed the historical development of character education in the United States and the reasons for its return in the new era and combined it with the theory and practice of moral education for Chinese teenagers. Ling Hu (2003) believes that China and the United States have different educational styles and have their strengths and weaknesses. Due to the differences in geographical environment, cultural and historical background, social system, and development process, the two countries show significant differences in education, and each has its characteristics. Ling Hu (2003) analyzed the severe problems in American primary and secondary education in the *Country in Crisis* report in 1983, among which "confusion of students' values" was one of the four major problems revealed in the report. She uses documentary, historical, and comparative methods to study the historical development of American cultural values, ethical and moral ideas, and character education. Through comparative analysis, due to the differences in geographical environment, cultural and historical background, social system and development process, and other factors, China and the United States also show remarkable differences in the specific requirements and practices of character education for teenagers. This paper selects the dross and the essence of character education for teenagers in the United States and seeks references.

Dongmei Liu (2011) analyzed the connotation, main contents, main principles, and practical guidance strategies of character education in the United States and concluded that character education for adolescents in the United States features clear goals, core moral values highlighted in content, flexible and diverse implementation approaches, which has implications for the theory and practice of moral education for Chinese adolescents. Guangqing Wu(2012) analyzed the process of the emergence, development, and decline of the American value clarification theory, replaced by character education focusing on teaching core values, provides a reference for contemporary China to strengthen the value education of young people, to carry out the education of the socialist core value system throughout, to give full play to the fundamental role of schools in the value education of young people, and to give full play to the active initiative of young people's learning while instilling ideas.

Wei Li(2012) believes that the new character education in the United States aims to solve American teenagers' moral decline and crisis. The analysis of Chinese teenagers' ideological and

moral education also faces the ideological confusion of multiple values and the moral dilemma of modern society. By comparing Chinese and American character education, we can draw the following enlightenment:

1. Highlight the dominant ideology and cultivate the core values.
2. Carry forward the effectiveness of traditional culture and pay attention to cultural education.
3. Strengthen the penetration of educational methods and broaden educational channels.
4. Strengthen the coordination of educational forces to form a moral consensus.

Xi Chen(2013), through the comparison and analysis of the similarities and differences of the contents and methods of Chinese and American youth moral education, this paper puts forward the enlightenment of the research, and puts forward suggestions for the improvement and development of the contents and methods of Chinese youth moral education, strengthens the principal role of students, guides and helps them from the aspects of school and social environment, to form a scientific and advanced youth moral education system. Yanjiang Fan (2013) believed that the new character education in the United States was a positive response to the crisis of modern value education and analyzed the unity of knowledge, feeling, meaning, and practice advocated by the new character education in the United States. The content of values education is compatible with traditional and modern values; the method of values education has combined moral discussion, example demonstration, and social practice; and the "community-oriented" values education mode of the trinity of school, family, and community. He applied the successful paradigm of the new American character education to the value education of Chinese youth.

Jia Liu (2014) analyzed the diversity of value orientation and moral choices of Chinese adolescents in the vital stage of social transformation and applied the theory of American character education to the character education of Chinese adolescents. Jia Liu (2014) analyzed the diversity of value orientation and moral choices of Chinese adolescents in the vital stage of social transformation and applied the theory of American character education to the character education of Chinese adolescents. Qian Li (2019) studied the new character education of the United States and applied its theoretical knowledge content and educational practice methods to the education development of Chinese teenagers.

C. Findings and Discussion

Through the collation and analysis of the collected literature, the connotation of youth character education can be summarized as love and be loved, kindness, justice, wisdom, moderation, freedom, morality, sports, labor, respect, responsibility, fairness, compassion, cooperation, courage, honesty, passion, gratitude, generosity, tolerance, leadership, intelligence, love of learning, social ability, spirituality, and health. The problems of youth character education can be summarized as lying, skipping class, skipping school, cheating, fighting, fighting, running away from home, hurting others, even self-harm, school violence, group exclusion, behavioral problems, negativity, mental ill health, and other problems. The strategies of youth character education can be summarized as follows:

1. We should develop policies that balance school autonomy with public responsibility.
2. The country should improve the effectiveness of professional curriculum implementation.
3. Empower young people by awakening every child's inner talents and dignity through character education.

4. Through family character education, to awaken the adolescents' subjectivity, cultivate the adolescents' self-education, and establish the partnership of family, school, and society.
5. Through the network' micro broadcast,' cultivate young people's selfless love and morality, implement scientific example education, create a happy family atmosphere, and promote the healthy growth of young people.

The enlightenment of youth character education can be summarized as follows: combine the theory and practice of American youth character education and Chinese youth moral education; By comparing and analyzing the differences between China and the United States in terms of the geographical environment, cultural and historical background, social system and development process, this paper draws on the essence of quality education of American teenagers and uses it for reference. Absorb the core moral values with clear goals, unique contents, and flexible implementation methods of American youth moral education, and apply them to the theory and practice of Chinese youth moral education; This paper analyzes the process of the emergence, development, and decline of the American theory of value clarification, which has replaced by the character education focusing on the teaching of core values and applies it to the education of socialist core values in China. The comparative study of Chinese and American character education, from the cultivation of core values, carries forward the traditional culture, pays attention to cultural education, strengthens the penetration of educational methods, strengthens the coordination of educational forces, promotes Chinese youth character education; This paper analyzes the similarities and differences in the content and methods of moral education for Chinese adolescents, and improves and develops the content and methods of moral education for Chinese adolescents, to form a scientific and advanced system of moral education for adolescents. The unity of knowledge, emotion, meaning, and practice advocated by the new character education of the United States is analyzed, and its successful paradigm had applied to the value education of Chinese youth. Drawing lessons from the American character education theory, this paper enlightens Chinese teenagers' value orientation and moral choice.

According to the analysis of the above literature research results, although there have been some theoretical achievements in adolescent character education, Chinese scholars should pay more attention to adolescent character education because the analysis found that in the past three years, there was no research result for Chinese scholars on the character education of teenagers.

Through the classified analysis of the collected literature, the current theoretical achievements of character education for teenagers are studied around the connotation, problems, strategies, and inspirations and explained from multiple dimensions such as psychology, political science, aesthetics, and philosophy. These theoretical achievements provide profound inspiration for this paper. However, there are still some things that could improve in the research on adolescent character education. From the perspective of theoretical achievements: most of these academic achievements belong to theoretical research and need to be applied better to practice. Of course, youth character education research can not do accomplished overnight; we must constantly absorb the previous theory, according to the development needs of the country and society and the development regular of youth character, constantly innovate and improve, long-term persistence, achieve success. And then step, this paper will combine the actual situation of Chinese teenagers, absorb the current research results, apply the essence of the theory to the practice of Chinese youth character education, and look forward to the bright future of youth quality education. In order to achieve practical results in character education for young people, the following suggestions will have put forward:

1. Follow The Regular Adolescent Character Education

We should conform to the development trend of The Times, strictly follow the requirements of Chinese modernization education, accurately grasp the development law of youth character education, and grasp the new features of diversity, truth-seeking, and openness presented by youth character education. We will use scientific, educational methods to enhance young people's awareness of character, cultivate young people's character and emotion with positive educational enthusiasm, strengthen young people's will to character with firm educational faith, temper young people's character and behavior with educational examples, and sublimate young people's character and wisdom with extensive educational patterns. The formation of adolescent character is also a process of balanced development of five psychological factors: knowledge, feeling, intention, action, and wisdom. Character education is a process of mutual connection, mutual restriction, mutual promotion, and mutual transformation of knowledge, sentiment, action, and wisdom, from simple to complex, from low to high, and from old quality to new quality, in which knowledge is the basis, action is the key, emotion and intention are the knowledge, and action conversion plays a regulating role.

Cultivating and shaping high-character teenagers need to, step by step, make long-term preparation and take long-term action of the dynamic system, which needs to go through the struggle of new and old ideas, experience consciousness, repetition, improvement, consolidation, and other complex processes. Therefore, we should grasp the inherent inevitability of the development of five psychological factors in the formation of character education; given the reality of character education for teenagers, EducationEducation that "understands the reason, moves emotion, perseveres and teaches virtue" will deliver results. In addition, we should fully understand that youth character education is a development process to promote the internal contradictions and struggles of students' thoughts. Only when there are contradictions can there be struggles, and only when there are struggles can there be development. The contradictory movement within youth's thoughts is the contradiction between the reflection of educators' requirements for character and the character's current situation.

There are many contradictions in teenagers' thoughts, including the contradiction between individual needs and educational requirements, the contradiction between complete and one-sided, the contradiction between understanding, feeling, acting, and intelligence, and the contradiction between unbalanced and balanced development levels of psychological factors. They influence each other and become the inner power of teenagers' character education. In addition, society had filled with all kinds of thoughts, trends, and ethos. It will inevitably reflect the cultivation process of character education so that the character education of teenagers has the characteristics of long-term, complexity, repetition, and so on, which is a long process of gradual improvement the winding forward. In the process of character education, educators should consciously master and apply the law of contradiction movement, apply different principles and methods according to the characteristics, content, and characteristics of contradictions in teenagers' thoughts, and implement systematic EducationEducation with purpose, plan, and rhythm, fully mobilize the enthusiasm of teenagers' self-education and promote and accelerate the transformation of contradictions in their thoughts to a positive direction.

We will promote youth character education to keep pace with the development of The Times. Only by following the law of character education in the new era, innovating the methods of character education, integrating the resources of character education, and improving the

effectiveness of character education can we realize the all-round development of moral, intellectual, physical, American, and labor, and cultivate the modern teenagers with healthy body and mind and noble character.

2. Focus on the practice of youth character education

In enhancing the practice of character education for teenagers, we suggest three dimensions:

- enhancing youth enthusiasm for learning and practice
- encouraging teenagers to innovate and create labor practices
- sublimating adolescents' dedication to social practice

a) Enhance the enthusiasm of young people to participate in learning practice

During the implementation of character education, we should creatively transform the traditional educational concept, know how to change their roles, innovate the way of thinking, enhance the enthusiasm for participation, attach great importance to the cultivation of student's character, and effectively realize the diversified practical needs of teenagers through learning and practice. We should make young people realize the practical significance and practical value of character education in the teaching process and enhance their logical thinking ability, practical operation ability, innovation, and creative ability in practice. We should guide young people to actively participate in learning and practice activities so they can realize that they can genuinely transform their knowledge by applying theoretical knowledge to learning and practice. And in practice to correct and perfect. To improve teenagers' understanding of their quality, knowledge, temperament, and ability, evaluate their strengths and weaknesses with an objective and fair attitude and select learning practice projects that are more suitable for them based on their interests and strengths, learning majors, and practical needs. Only in this way can we give full play to teenagers' advantages and strengths, internalize their character knowledge into their character cognition and externalize their character behavior, enhance their service consciousness, responsibility consciousness, and overall consciousness, strengthen their cultivation ability, observation ability, and guidance ability, optimize the comprehensive quality of educators, and make teenagers' character education learning practice achieve ideal results.

b) Encourage young people to innovate and create labor practices

We must pay attention to the combination of scientific and innovative labor in guiding youth labor practice. Scientific labor refers to the scientific distribution and organic unity of physical and mental labor; Innovative labor refers to the concept of creating a better future through labor and transforming the world. Through studying labor practice and relevant theories, we will carry forward the fine Chinese tradition and continue to make innovations and creations, constantly optimizing and adjusting young people's labor rights and interests. We will teach young people per their aptitude and personality, step by step, so that young people's labor practice activities will continue to develop and innovate. In order to improve the effectiveness of labor practice activities and comprehensively implement and apply youth character education, primarily to ensure the regularity of labor practice activities, we must scientifically adjust its frequency and randomness. Regularly carry out practical activities, such as military training, outward bound training, specialty, and hobby training, Scientific research institutions, and hands-on gizmos. Random practice refers to the irregular activities carried out according to the needs of society, people, and reality. Tree-planting, cleaning public facilities, community publicity; Love to help the elderly care for left-behind children, donate to disaster areas.; Growth type of voluntary work, paid work, and teamwork activities. Through labor practice activities, to stimulate the enthusiasm of young people to work so that young people in practice establish a correct view of

labor, sublimate the true feelings of love for work, develop a hard work pride, the lazy shame of excellent character. We need to make sure that the skills, feelings, awareness, and spirit of young people enhanced in their work practices meet the needs of The Times and society.

c) Sublimate young people's dedication to social practice

We can not ignore that young person are in an essential stage of physical and mental development, the social phenomenon, social trend of thought, social culture lack of ability to distinguish due to weak will, unstable position, three views, and character is easily affected by the external environment. Therefore, only through social practice can young people enhance their profound cognition of the world, society, and human nature and enhance their sense of responsibility. Social practice is the organic integration of scientific theory and practical activities to consolidate the theoretical knowledge of young people and build excellent character. Therefore, it is necessary to implement targeted social practices for teenagers. At the same time, social practice will implement for all young people rather than a few students or a specific part of the implementation; character education does not discriminate, and all young people enjoy equal opportunities to practice.

Moreover, emphasis will place on the overall practical effect of all youth participation. Therefore, we should formulate feasible social practice programs according to the social needs and students' needs, establish a perfect mechanism and system, and actively implement various programs to prevent social practice activities from being flashy, superficial, and lacking in connotation. All social departments should increase investment and make use of the implementation of all kinds of character education activities to promote the smooth implementation of social practice projects for teenagers and achieve remarkable results. By leading young people to participate in social practice, we enhance their cognition and understanding of society and encourage them to form the correct world outlook, outlook on life, and values to develop excellent character.

D. Conclusion

This paper analyzes the research status of youth quality education from four dimensions: connotation, problems, countermeasures, and enlightenment. Based on these findings, this paper argues that we should take the character development of adolescents seriously. Youth character is the character of a country; the character of young people determines their future and even the future of their nation. This study is of practical significance for enriching teenagers' quality education system, promoting their excellent character and overall development. Of course, there are limitations to this article. This study only uses literature research and qualitative analysis methods and does not use investigation methods to analyze specific problems. In addition, we can thoroughly combine quantitative and qualitative research methods, theories, and practices, combine the geographical characteristics and cultural differences of countries and regions in the world, and combine psychology, linguistics, philosophy, sociology, art, ethics, and other disciplines for targeted research and analysis, and comprehensively study the character education of teenagers. We can explore a complete theoretical system of quality education for teenagers that applies to the practice of all countries in the world and promote the formation of excellent quality for all teenagers. More importantly, the study of youth character education will realize the development of the world's adolescents and inject educational power into the cause of human happiness and peace.

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