

## *Investigation on the Cognition Level of Teachers' Ethics among Normal Students in Ethnic Areas*

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**Abstract:** This article selects Xichang University as a representative to conduct a survey on the cognition of teachers' professional ethics in Universities and universities in ethnic areas. A total of 478 questionnaires were issued and 471 valid questionnaires were retrieved, with an effective recovery rate of 98.53%. Results: 1. The cognition of teacher ethics of teachers in ethnic areas is at a high level, of which the source of the students is the most affected; 2. The overall satisfaction of teacher ethics education is at a high level, of which curriculum satisfaction is the lowest; 3. The learning methods of teacher ethics education mainly rely on Teacher education courses; 4. The cognition level of teacher ethics and teacher ethics education satisfaction are positively correlated. Recommendations: 1. Strengthen the internal driving force of students' teacher ethics education, reduce the differences in cognition of teacher ethics among students from different source areas; 2. Integrate into the characteristics of the times and national characteristics, strengthen the awareness of teacher ethics and law, and improve the content of teacher ethics education; 3. Moral curriculum education shifts to curriculum teacher ethics education to realize teacher ethics education for all employees, all courses, and the whole process.

In July 2014, the Ministry of Education listed the "six red lines of teacher ethics" in the notice of "Provisions on Prohibition of Teachers' Illegal Acceptance of Gifts and Gifts from Students and Parents". [1] In May 2018, General Secretary Xi Jinping made a speech during a visit to Peking University and proposed that teachers should "build their lives with morals, learn with morals, and teach with morals." [2] In November 2018, the "Ten Guidelines for the Professional Behavior of Primary and Secondary School Teachers in the New Era" issued by the Ministry of Education clearly stated that "the new era puts forward new and higher requirements for teachers to implement the fundamental tasks of Lide Shuren" [3]. In December 2019, the Ministry of Education and other seven departments pointed out that "in the process of cultivating morality in the classroom and improving the quality of teachers in the process of education and teaching" [4], in the "Opinions on Strengthening and Improving the Construction of Teachers' Ethics and Style in the New Era". The above documents all reflect the country's emphasis on cultivating teachers to have good teacher ethics, and the construction of teacher ethics in the new era is the top priority of the construction of the teaching team. The level of ethics of teachers is very

important to the country's education. Phenomenon such as the "Fan Paopao" incident that corrupts the ethics of teachers will not only make the public no longer trust and respect teachers, but will also affect teachers' professional honor. feel. The construction of teacher ethics should not only stop at the construction of in-service teachers, but also emphasize the construction of teacher ethics in the preparatory team of teachers. The preparatory team for teachers should be based on normal students. The moral education of normal students is an important measure to improve the moral quality of teachers in the new era, and the core of moral education is to improve the cognition level of teachers' morality.

## 1. Research on the Teacher Ethics Education of Normal University Students

Teacher ethics, that is, the professional ethics of teachers, is the moral code and code of conduct when teachers are engaged in educational activities, as well as the corresponding moral concepts, sentiments and qualities [5]. The concept of teacher ethics is the understanding of the relationship and norms of teacher professional ethics. [6] The cognition of teacher ethics of normal students refers to the level of cognition of teacher ethics of normal students, which is related to the quality of teacher ethics and the effectiveness of teacher ethics education.

Teacher ethics education can be divided into teacher ethics education for in-service teachers and normal students in terms of time. At present, the focus of research on teacher ethics education is mainly on the construction of in-service teachers' ethics and style, and there is not much research on teacher ethics education for normal students. The research on teacher ethics education of normal students focuses on the methods and ways to improve the cognition level of teacher ethics of normal students. Zhang Di believes that it is necessary to start with the teacher's ethics of teacher students to realize the dual cognition of teacher students' professional ethics and law. [7] Chen Fei believes that the level of cognition of teacher ethics of normal students is closely related to the degree of professional identity of teachers. By enhancing their professional identity and professional self-confidence, they can realize the improvement of their own cognition of teacher ethics. [8] Zhang Cong-cong believes that the focus of improving the self-recognition of teacher ethics is to improve the teacher's morality and the ability to practice teacher ethics, and the professional ethics of teachers should be transformed into educational activities [9].

At present, research on teacher ethics education of normal university students mostly observes students' cognition level of teacher ethics from a third-party perspective. The goal is to improve students' own teacher ethics and school curriculum and social atmosphere, and propose corresponding improvements on this basis. measure. However, there is a lack of research from the perspective of teacher students' self-cognition and reflection, and the understanding of students' own teacher ethics awareness. Similarly, in light of the actual situation of universities in ethnic areas, there is even less research on the development of teacher ethics education for normal students in ethnic areas. Therefore, based on the actual situation of universities in ethnic areas, this article conducts a survey of teachers' ethics from the perspective of students to understand the current situation. Normal students' understanding and effectiveness of teacher ethics education, so that universities in minority areas can more effectively carry out teacher ethics education for normal students.

## 2. Investigation and Design

### 2.1. Research Methods

This study adopts the questionnaire survey method, and selects the teacher major of Xichang University in ethnic minority areas as the survey object. Questionnaires were sent out to normal students in the 4 grades of 2016, 2017, 2018, and 2019 respectively, and random sampling was adopted. After collecting the questionnaires, through data analysis, the overall and various dimensions of the recognition of teacher ethics are obtained, which can provide reference for the education of teacher ethics in the teacher education majors in the minority areas.

### 2.2. Research Tool

This study is based on the "Questionnaire of Teacher Education for Teachers and Students" [10] compiled by Zhou Xiao-xue in 2017, according to the requirements of the "Four Haves" good teachers, and combined with the actual situation of the teacher majors in universities in ethnic areas, the questionnaire has been revised. Formed the "Questionnaire of Teacher Ethics Recognition of Teacher Students in Ethnic Areas". The questionnaire consists of four parts: basic information, awareness of teacher ethics, satisfaction with teacher ethics courses, and learning approaches, with a total of 30 questions.

The basic information: gender, grade, place of origin, only child or not, and ethnicity.

The self-awareness of teacher's ethics (10 questions): 3 questions about moral sentiment, 3 questions about professional knowledge, and love 2 questions for each of heart and ideals and beliefs;

Satisfaction with teacher ethics curriculum (11 questions): 2 questions on satisfaction with teacher ethics curriculum, 3 questions on satisfaction with teacher ethics education content, 6 questions on curriculum effect;

Cognition of teacher ethics learning approach (4 questions ).

The five-point Likert scale method is used in the questionnaire of teacher's ethics recognition.

### 2.3. Sample Selection and Basic Situation

In this study, the Xichang University Teachers Major of the universities in the ethnic regions of this study is the source of the survey samples. The reasons are as follows: First, Xichang University is located in Liangshan area, which is the largest settlement of Yi ethnic group in my country, which has obvious characteristics of ethnic minority areas; secondly, the Teachers Major of Xichang University Graduates use teachers as their main employment industry, and they are also an important source of teachers in Liangshan. Based on the above two points, choosing the teacher major of Xichang University as the sample source is reasonable for studying the cognition of teacher ethics of University teachers in ethnic areas, and it also has important reference significance for the construction of teacher ethics and style of teachers in ethnic areas. Words like "is", "or", "then", etc. should not be capitalized unless they are the first word of the title.

In this study, random sampling was used. A total of 478 questionnaires were distributed, and 471 were effectively recovered, with a recovery rate of 98.53%. The basic situation of the sample is as follows: males accounted for 15.7%, females accounted for 84.93%, which is basically the same as the current ratio of male and female students in teachers' majors; rural students accounted for 57.96%, county students accounted for 30.15%, and urban students accounted for 30.15%.

Accounted for 11.89%.

### 3. About the Basic Situation of the Cognition of Teacher's Ethics

#### 3.1. The Cognition of Teacher Ethics of Normal Students in Minority Areas is at a High Level, of which the Source of Students is Most Affected

The survey data shows that the cognition score of teacher ethics among normal students in the minority areas is 4.61, which is at a high level overall. After analyzing the reasons, on the one hand, students began to receive a more systematic cultivation of teacher ethics awareness after entering the school; on the other hand, the current society's attention to the teaching ethics and style of the teaching staff is extremely high, prompting students to take the initiative to carry out teacher ethics self-education.

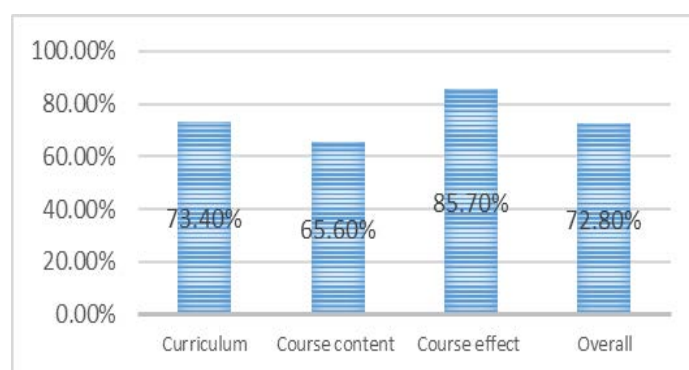
*Table 1: Survey results of the cognition of teacher ethics of normal university students in minority areas.*

Category	Average
Ideals and beliefs	4.69
Moral sentiment	4.64
Professional knowledge	4.52
Heart of Love	4.62
Total	4.61

The survey data shows that the cognition of teacher ethics of normal students in ethnic minority areas is most affected by the place of origin, and the overall situation is rural < county town < city. The reasons are analysed: 1. The differences in the material conditions of students from different places of origin have caused the students in the corresponding regions to attach different degrees of importance to teacher ethics. 2. The update speed of the concept of students in different places of origin is different, resulting in a different update speed of the understanding of teacher ethics. Urban students have higher requirements for their own teacher ethics than students in other regions.

#### 3.2. The Overall Satisfaction of Teacher Ethics Education is at a High Level, among Which Curriculum Satisfaction is the Lowest

The overall satisfaction with teacher ethics education in ethnic minority areas is at a high level. The main reasons are analysed: 1. To clarify the importance of teacher ethics education. In the process of teacher ethics education, clarify the responsibilities and obligations of teachers to students, and emphasize the importance of teacher ethics education. The importance of morality makes students deeply aware of the importance of teacher moral education. 2. The teacher's leading effect, students can feel a good demonstration of teacher ethics through observation of the teacher's language and behaviour in daily life and learning.



*Figure 1: Survey results of satisfaction with teacher ethics education of normal university students in minority areas.*

The content of teacher ethics education for normal students mainly includes moral cultivation education, legal awareness education and professional ethics ability education [4]. The main reasons for the lowest course satisfaction: 1. The separation of theory and practice. Teacher ethics education courses are mainly based on theoretical education, and teacher ethics education courses are mainly based on theoretical education, lacking practical links. 2. The content of the course does not reflect the characteristics of the times. The content of the course has a low connection with current social events and lacks attractiveness, which causes the separation of students' understanding of the content of teacher ethics education and real life. 3. The content of teacher ethics education curriculum is not perfect. At present, teachers' moral education courses mainly focus on moral cultivation education and professional ethics ability education, and the content of legal awareness education is less. On the one hand, the relevant content of education laws and regulations has been set up, but the teaching process failed to integrate it with other content of teacher ethics education; on the other hand, students do not have enough awareness of the importance of education laws and regulations, and only stay in knowing, The level of coping with the exam.

### **3.3. The Learning Approaches of Teacher Ethics Education Mainly Rely on Teacher Education Courses**

The learning methods of professional teacher ethics education for teachers in universities in minority areas mainly include teacher education courses, general courses, ideological and political courses, and through other methods such as the Internet, conferences, etc., of which teacher education courses are the main ones. Teachers' ethics education is presented in teacher education courses based on teacher ethics education courses. According to the certification standards of the Ministry of Education, teachers' ethics education courses should be set up in teacher education courses. At the same time, teachers' ethics education should be set up in Xichang University. For example, there are teacher ethics education courses such as teachers' professional ethics and education policies and regulations in its courses. This phenomenon occurs because the teacher education curriculum is more systematic and clearer than the teacher ethics education knowledge points presented in other ways, while the presentation in other ways is more scattered. If students want to learn teacher ethics from it, they also need to have the ability to summarize and perceive teacher ethics.

### **3.4. The Cognition Level of Teacher Ethics is Positively Correlated with the Satisfaction of**

## Teacher Ethics Education

According to survey data analysis and research, it is found that there is a positive correlation between the cognition level of teacher ethics and teacher ethics education satisfaction of normal students in ethnic areas ( $P < 0.01$ ). The cognition level of teacher ethics rises and decreases with the increase in satisfaction with teacher ethics education courses. And fell. The main reason is that the cognition of teacher ethics of University teachers in minority areas mainly comes from teacher ethics education, and the development of teacher ethics education mainly depends on the teacher ethics education courses offered by schools. Therefore, the setting of teacher ethics education curriculum, the choice of content, and the effect of curriculum development can all have a direct impact on the cognition of teacher ethics of normal students.

### 4. Suggestions and Countermeasures

#### 4.1. Enhance the Internal Drive of Students' Teacher Ethics Education and Reduce the Differences in Cognition of Teacher Ethics among Students from Different Sources

The key to deepening the professional ethics education of teachers in Universities and universities in ethnic minority areas is to strengthen the internal driving force of students' ethics education and reduce the differences in cognition of teachers' ethics among students from different sources of origin. Learning drive is the drive that students want to learn a certain thing spontaneously in the learning process.

To enhance the cognition level of teacher ethics of normal students, the most important thing is to stimulate the internal drive of students to carry out teacher ethics education. First of all, correct understanding of teacher ethics and correct attitude towards teacher ethics. The key to enhancing the cognition level of teacher ethics of normal students is to attach importance to the education of teachers' ethics and style in universities, so that teachers can stand by virtue and learn by virtue. [11] The responsibility of teachers is not only to transfer knowledge to students, but also to teach students how to behave. Teachers can only teach people who are useful to society if they have good morals. Second, establish a code of conduct for teachers' ethics. Teachers' professional ethics are often not concrete in real life, and it is difficult for students to find out. Through the establishment of behaviour norms, teachers' ethics can be expressed in behaviour and referenced in standards.

After analysing and discovering the main reasons for the differences in the cognition level of teacher ethics among students from different places of origin, teaching students in accordance with their aptitude, formulating different teacher ethics education strategies for students from different places of origin, and carrying out corresponding education and learning: 1. Students originating from rural areas Raise the level of cognition of teacher ethics from the overall understanding, and strengthen the promotion of the importance of the construction of teacher ethics; 2. Students whose student origin is the county seat raise the level of cognition of teacher ethics from the perspective of ideals and beliefs, and enhance the recognition education of educational feelings; 3. The students whose origin is the city raise the level of cognition of teacher ethics from the heart of benevolence, and pay more attention to and care about the individual development and all-round development of future education objects.

#### 4.2. Incorporate into the Characteristics of the Times and Nationalities, Strengthen the Legal Awareness of Teacher Ethics, and Improve the Content of Teacher Ethics Education



The selection of the content of teacher ethics education directly affects the quality of teacher ethics education. When choosing the content of teacher ethics education, it should be rigorous and tailored to local conditions. It is an important measure to improve the cognition of teacher ethics by adding elements of the times and national characteristics.

First of all, the target of teacher ethics education is normal university students in ethnic minority areas. As the new contemporary youth, in this Internet age, the explosion of information can easily cause them to get lost in massive amounts of data. At this time, if the selected content of teacher ethics education lacks close contact with the times and is out of the context of the current era, teacher students are prone to feelings of rejection and alienation in the process of learning, and think that the content of teacher ethics education has nothing to do with them. Therefore, in the process of selecting the content of teacher ethics education, it is necessary to choose a clear content that is easy for teacher students to distinguish information from the mass of information, but also to choose to keep up with the trend of the times. Students will have a sense of substitution, stimulate interest in learning, and then students will take the initiative to proceed. Internalization and application of knowledge. Secondly, in the process of selecting the content of teacher ethics education, we must pay attention to the differences in the culture and customs of ethnic regions, so that the content of teacher ethics education can be generally accepted by normal students. There are certain differences in the level of cognition of teacher ethics among university teachers in minority areas, and regular education should be combined with local characteristics when carrying out teacher ethics education. [12] In the process of integration, it is necessary to uphold the concepts of mutual respect, openness and tolerance, and learn from each other's strengths, draw on the excellent traditional cultures of various regions and ethnic groups, combine with teacher ethics education, and construct teacher ethics education content that is in line with university teachers in ethnic areas.

At the same time, the selection of the content of teacher ethics education should also incorporate legal knowledge in education, especially the practical links of legal knowledge, so as to enhance the legal awareness of normal students. First, connect with real life and take real cases as the guidance, determine the legal knowledge of teacher ethics education, analyse education and teaching work, and help normal students realize the importance of education laws and regulations in teacher ethics education. Second, in the process of teacher ethics education, the use of situational teaching, inquiry-based learning, etc., enables normal students to transfer and apply the theoretical knowledge of education laws and regulations, so as to realize the organic combination of theory and practice. Third, eliminate the phenomenon of rote memorization in traditional assessments, and focus on the practical application of assessment knowledge. In the process of assessing teachers' moral education laws and regulations, real case analysis, material analysis, teaching design and other methods are used to assess students' knowledge transfer Ability and application ability.

#### **4.3. Transition from Teacher Ethics Curriculum Education to Curriculum Teacher Ethics Education to Realize Teacher Ethics Education for All Employees, All Courses, and the Whole Process**

Teacher ethics education for normal students should run through the whole teaching process by loving the professional ideals of teachers, keep the ethics education from being out of touch with other courses, and allow students to improve their cognition ability of teacher ethics in various topics. [13] Teacher ethics education for normal students is essentially a kind of ideological and political education. At present, the ideological and political education in Universities and universities in our country has undergone a major change, from the past ideological and political

courses to the curriculum ideological and political education. Therefore, the development of teacher ethics education for teachers in Universities and universities in ethnic areas should learn from the concepts of curriculum ideology, transform from teacher ethics education courses to curriculum teacher ethics education, and implement all-round teacher ethics education for the whole staff and the whole process.

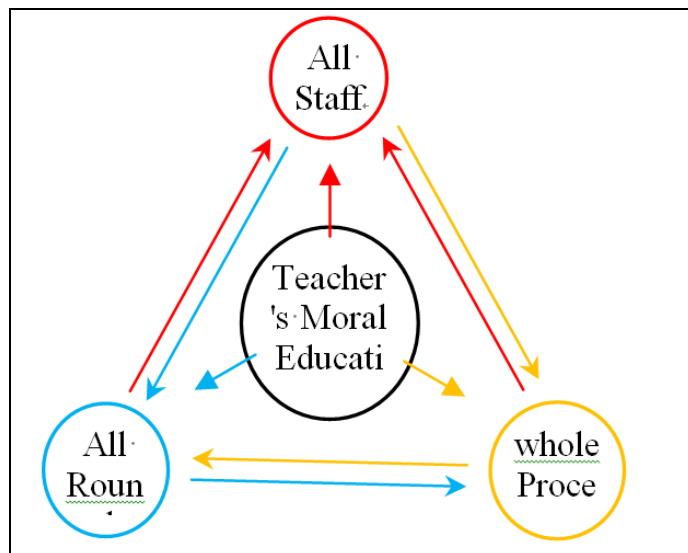


Figure2: "All staff, whole process and all-round" trinity teacher's moral education.

First of all, we should carry out teacher ethics education for all staff and jointly carry out teacher ethics education among all teachers and students. Among them, University teachers not only refer to teachers who are responsible for teaching the teacher's moral education courses for normal students, but also include teachers of professional courses, teachers of general education, and teachers (such as counsellors) who are responsible for the daily management of normal students. Secondly, the whole process of teacher ethics education is to carry out teacher ethics education during the whole process of teacher education students in school. After enrolling in the freshman year of normal school students, follow the "knowledge-understand-master-apply" approach to carry out teacher ethics education for them throughout the whole process, so as to realize the whole process of teacher ethics education for normal students during their school period. Third, all-round teacher ethics education. Change the past tradition of learning in the classroom for normal students, and through the combination of classroom and extracurricular, life and learning, and on-campus and off-campus, to ensure that normal students can "learn by doing, learn by doing", and achieve a full range of teachers for normal students. German education.

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