

# *Research on the improvement of rural primary school teachers' moral quality from the perspective of building virtue and cultivating people*

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**Keywords:** Establish virtue and cultivate People, Rural primary school teachers, Teacher accomplishment

**Abstract:** The report of the 18th National Congress of the Communist Party of China established "Building Morality and cultivating people" as the fundamental task of education for the first time. The report of the 19th National Congress of the Communist Party of China, The report further stressed the need to "comprehensively implement the party's educational policy and implement the fundamental task of Building Morality and cultivating people". And teachers should be duty bound to become the main body of responsibility and implementation of the fundamental task of Building Morality and cultivating people. Morality is the foundation of education, and noble teacher morality is the basic premise of morality and cultivation. "If teachers' morality is prosperous, education is prosperous, and if education is prosperous, the nation is prosperous." Paying attention to the construction of teachers' morality and style is the internal requirement and important guarantee of building a high-quality teacher team, and the key to ensure that teachers consciously practice the fundamental task of Building Morality and cultivating people. At present, the moral quality of rural primary school teachers has been widely concerned by the society. We found that the overall situation of rural primary school teachers' moral status is relatively optimistic, but there are still some problems worth exploring and solving. This paper analyzes the current situation and reasons of rural primary school teachers' moral quality, and puts forward the corresponding countermeasures.

## 1. Introduction

The Fourth Plenary Session of the 19th CPC Central Committee called for "improving the mechanism of establishing morality and building a human body, and strengthening the construction of teachers' morality and style". Moral education is the foundation of education. To comprehensively promote quality education, we must pay attention to the construction of primary school teachers' ethics. The rural teacher support plan (2015-2020) points out that "teachers are the key to the development of rural education, and the construction of rural teachers must be given priority in the strategic position of development." Under the educational requirements of Building Morality and cultivating people in the new era, the construction of teachers' ethics has become a hot spot in education. Only by improving their own "morality", can teachers use their own morality to influence students and truly "cultivate people". Rural primary school teachers are the backbone to

promote the development of basic education in China. Their professional ethics and quality level determine what kind of socialist successors they will cultivate. Therefore, the majority of rural primary school teachers should be closely linked to reality, strengthen the improvement of teachers' quality and improve the quality of education. As the new connotation and standard of the construction of teacher's ethics in the new era, "Four have" good teachers can help educational researchers and educational practitioners to better understand the essence and inherent logic of the construction of teacher's ethics.<sup>[1]</sup>

## 2. Problems of teachers' morality in rural primary schools

### (1) The concept of being a teacher is relatively weak

On the three foot platform, teaching and educating people; Under the three foot platform, teachers in rural primary schools should not only teach students knowledge and ways of dealing with the world in class, but also play an exemplary role after class to achieve the unity of knowledge and practice. However, there are still some rural primary school teachers who do not take "being a teacher" as their own code of conduct. Many rural primary school teachers believe that their teaching task is to teach every lesson well, without paying any attention to their small details in life, such as spitting everywhere, abusing students, littering and so on. These seemingly insignificant details hidden in life may have an impact on students that is difficult to change. "Teachers can do this. Why can't I?" "Don't you mean to learn from the teacher?" Students will have a lot of such ideas in their hearts, so the teacher's bad habits have become their own bad habits.

### (2) The concept of caring for students is weak

Being kind is the basic quality that a qualified teacher must have. Mr. Tao Xingzhi once said, "treat students like their own children". There are many ways to care for students, such as respecting each student's personality, encouraging students more, treating them equally and fairly, and so on. However, many rural primary school teachers failed to do this. Nowadays, more and more people pay attention to education. Although the behavior and morality of rural primary school teachers have been more strictly regulated, some teachers face the difficulties encountered in teaching by means of language violence against students. Most primary school students have experienced teachers' language violence too much or too little. If they bear too much pressure under teachers' language violence for a long time, they will become unsure. Psychologists have also said that the impact of primary school may affect his life. If a person is subjected to too much language violence during primary school, which leads to inferiority complex, he will become unsure when doing anything in his life.

In rural areas, due to the relative lack of teachers, many rural primary schools often have a teacher as the teaching task of multiple courses

The situation, even the teaching of several grades. So in class, they only care about "good" students, regardless of "poor" students, only point to the answers of students with good grades, etc., which are serious violations of teachers' ethics and quality, and do not treat every student fairly and fairly.

### (3) The sense of responsibility is weak

Whether teachers can truly teach and educate people depends on how teachers view teachers' professional ethics and sense of responsibility. Teachers' strong sense of responsibility and correct teaching attitude are the bottom line of teachers' professional ethics that teachers should abide by, but at present, there are still many rural primary school teachers who can not really adhere to these basic requirements. For example, some rural primary school teachers never prepare lessons before class, and directly "come at your fingertips" in class, saying what you want to say is very casual; Some teachers seldom correct their homework, and even let students exchange with each other to

correct their homework; Some teachers regard teaching as their second occupation, but take business agriculture as their main occupation after class, which leads to careless treatment of classroom teaching and very irresponsible in the teaching process. Moreover, some rural primary school teachers still have the problems of being late and leaving early, and lack responsibility for the profession of primary school teachers.

#### (4) Less love for career

In the relatively difficult rural environment, those seemingly boring teaching jobs make it easier for people who do not love the teaching profession to give up this job. Therefore, only those who really love the profession of rural primary school teachers can overcome the difficulties faced in teaching in rural primary schools. Most of the children living in rural areas have complex family structures, and they may become left behind children due to family economic reasons. When children have problems in learning, teachers can't communicate effectively with their parents in time, which adds a burden to the teaching work of rural primary school teachers. Rural primary school teachers are affected by such factors as heavy teaching tasks, relatively poor living conditions, and the temptation of better treatment and development opportunities in the city. As a result, many young rural primary school teachers have stayed in the countryside for a few years and left. At the beginning, these young rural primary school teachers decided to stay in rural areas to teach for many reasons, such as wanting to accumulate rural teaching experience and go to rural areas to teach, having no confidence in the employment prospects of their undergraduate majors and engaging in the teaching industry, more rural teachers, unable to find a job after graduation, and so on. It can be seen that they chose the occupation of rural primary school teachers not out of love.

### **3. Measures and suggestions for improving teachers' moral quality in rural primary schools**

#### **3.1. From the perspective of society, improve the moral quality of rural primary school teachers**

##### **3.1.1. Adhere to the socialist core values as the wind vane**

The core values of socialism with Chinese characteristics in the new era are the core of the Chinese dream, and teachers bear the important responsibility of spreading the core values of socialism. As students' life guidance teachers, they should not only strengthen their own learning of socialist core values, but also guide students to learn and plant a seed in students' hearts. He stressed that a country cannot prosper without virtue and a person cannot stand without virtue. A teacher is a "Teacher" who is responsible for preaching and teaching. He must have a correct and correct conception of the subject, the source of the subject and the process, and the noumenon,<sup>[2]</sup> also must have the scientific thinking, educates the student to use the scientific thinking way to understand the thing, the solution question, the instruction behavior,<sup>[3]</sup> On the other hand, teachers are "Human teachers", to teach, students conduct themselves, not only to pay attention to students' self-management ability, emphasizing learning, students' ability to organize things and treat events of self-discipline.<sup>[4]</sup> Students should also be given the opportunity to choose their own, so that students can make appropriate choices according to their own circumstances and preferences.<sup>[5]</sup>

##### **3.1.2. Increase investment in rural areas**

Countless college students graduate every year, but most of them will not choose to go back to build their hometown after they complete their studies. People in rural areas are longing to go to big cities, while people in the West are longing to go to the south, resulting in a smaller rural population and poorer education quality. Therefore, it is necessary to increase rural construction. Even though

these changes may not directly affect people's employment intention, efforts can improve the happiness of people living in rural areas. Improve rural living environment, improve rural medical security services and increase public facilities. These medical security services provide basic life guarantee for those who live in rural areas, improve the rural living environment and improve people's well-being.

The salaries of rural primary school teachers are divided into different levels according to the degree of remoteness of the region. Teachers who teach in more remote areas should enjoy better benefits than teachers at the same level, and teachers who teach in rural areas should earn higher wages than teachers at the same level in cities. Only when the salaries of rural teachers have been significantly increased can we retain more capable young teachers and stabilize the ranks of rural primary school teachers. On the other hand, teachers should have a solid foundation of knowledge, not only to master subject knowledge, to have a deep understanding of the content and knowledge of the subject, but also to master pedagogical knowledge and to be able to carry out daily educational and teaching activities, we should also grasp the technical knowledge and play the role of modern information and technology in education and teaching.<sup>[6]</sup>

### **3.2. From the perspective of schools, improve the moral quality of rural primary school teachers**

#### **3.2.1. Continuously improve the educational environment of rural primary schools**

Learning environment can affect a person's learning habits and living habits, and what kind of environment creates what kind of person. We can improve the environment from the following aspects:

Increase the change of invisible courses on campus. The flowers, grass and trees on the campus form a beautiful campus environment. Teaching in a relaxed and happy environment will also enhance teachers' professional identity. The cultural wall of the corridor of the teaching building can place more students' calligraphy works, art works, etc. to let other students learn, which can enhance the learning atmosphere of the school. In combination with the actual funding of the school, plastic runways can be provided for teachers and students to facilitate their activity classes and exercise. Each classroom is equipped with multimedia, comfortable desks and chairs for students, and more printers in Teachers' offices. These details can be used to improve the campus environment where teachers and students live together.

Arrange more collective activities among teachers and pay attention to the physical and mental health of teachers. These activities can promote the emotion between colleagues, help teachers relieve the pressure in teaching at ordinary times, and improve professional well-being. Therefore, teachers will concentrate more on completing teaching tasks and teach students more patiently. The school is the place where teachers work and live for a long time. The leading cadres of the school have the responsibility to care about the difficulties and problems encountered by teachers recently. In work, we should be fair to every teacher, neither partial nor conniving. School is a big family. Teachers' professional happiness comes not only from a group of lovely children, but also from a good working atmosphere.

#### **3.2.2. Strive to improve the teacher management system of rural primary schools**

Reduce the working pressure of rural primary school teachers. Nowadays, both parents and schools attach great importance to education in society, but this attention has become a kind of abnormal "attention". If schools want to attract more students, they have to improve the enrollment rate, so teachers have to focus on improving students' academic performance. This vicious circle

has seriously hindered the development of teachers' ethics. Under less teaching pressure, teachers can pay more attention to the development of students' moral education, such as arranging spring outings for students appropriately: where there is no lack of beautiful scenery in rural areas, teachers can give full play to the geographical advantages of rural areas to cultivate students' beauty and love for nature. Such a learning method can stimulate students' interest in learning and desire to explore knowledge, which is more conducive to teachers' teaching.

### **3.2.3. Continuously strengthen the training of teachers' legal knowledge**

Recently, some rural primary school teachers' lack of ethics has been frequently exposed on the Internet. The reason behind these behaviors is, in the final analysis, the rural primary school teachers' lack of legal awareness. Therefore, rural primary school teachers should thoroughly study and implement the code of professional ethics for primary and secondary school teachers. On this basis, they should also strengthen the study of laws and regulations such as the constitution, the teachers' law, and the education law, clarify the requirements for the construction of teachers' ethics, and improve the consciousness of rural primary school teachers' ethics construction.

Schools should strengthen the training of rural primary school teachers' legal knowledge, and teachers should carefully study the legal knowledge related to education, so as to truly learn and abide by the law. While enjoying the rights brought by the law, teachers should more seriously perform their corresponding educational and teaching responsibilities, play an exemplary role in society, and use moral behavior to restrict and regulate themselves. The fair and just treatment of every teacher by the school can stimulate the enthusiasm of teachers' work and is more conducive to the construction of teachers' Ethics in rural primary schools.

## **3.3. Improve the moral quality of rural primary school teachers from their own perspective**

### **3.3.1. Rural primary school teachers should consciously improve the knowledge level related to education**

At present, some rural primary school teachers have problems in Teachers' ethics. The main reason is that teachers relax their requirements for themselves. The teaching task of rural primary school teachers is very heavy, and the student groups they face are quite complex. Teaching has a long-term nature. Therefore, as a teacher, we should be able to endure loneliness and be able to stand on the "bench". However, some rural primary school teachers can't resist the temptation of the outside world, and they no longer devote all their attention to how to improve teaching. They even think that their knowledge reserves are already very sufficient, and they are unwilling to learn new knowledge to improve their knowledge level. The teachers' own level cannot be improved, which leads to the lower and lower teaching quality in rural areas.

Rural primary school teachers to improve their ethics level, first of all, they should consciously improve their professional knowledge level, which can be considered from the following three aspects: first, they have profound professional knowledge. For teachers, the most basic thing is professional knowledge. If the teaching is not good and there is no prestige among students, it is difficult to do other educational work. If a teacher wants students to admire him from the bottom of their hearts, he must use solid professional knowledge to conquer students. Only after mastering a lot of professional knowledge can he really answer questions and solve doubts for students.

It has a broad cultural foundation. While teaching subject knowledge, teachers should contact other relevant knowledge to broaden students' knowledge. Primary school students have the strongest curiosity and thirst for knowledge. Therefore, only when teachers have a broad cultural foundation can they convince students of themselves and establish prestige in students' hearts. Rich

knowledge of pedagogy and psychology. When teachers master these knowledge, they will be able to deal with the problems of students with different levels of physical and mental development freely and solve the difficulties encountered in teaching from a multidimensional perspective.

#### **4. Rural primary school teachers should consciously learn the knowledge of laws and regulations and enhance their legal awareness**

The law maintains the fairness and justice of education, which can greatly reduce the infringement of teachers on students, so that students can grow up healthily and happily. First of all, rural primary school teachers should pay more attention to the study of legal knowledge and see more relevant knowledge of the education law. If teachers keep these legal provisions in mind, they will pay more attention to restricting their behavior, be strict with themselves, and reduce the possibility of making mistakes. Secondly, teachers should actively participate in the activities of learning laws and regulations held by the school. Schools should often arrange activities related to teachers' learning of legal knowledge, and teachers' learning achievements can be tested through competitions.

It is the fundamental task and central link of the development of education in the new era to put education first and moral education first. The effectiveness of Building Morality and cultivating people is the fundamental standard to test all the work of the school, and the ethics and style of teachers are the first standard to evaluate the quality of teachers. The construction of teachers' Ethics in rural primary schools is a slow process, which requires cumulative efforts. I believe that with the efforts of society, schools and teachers themselves, we will be able to achieve the ideal state and contribute to the realization of the Chinese dream.

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