

# *Theoretical Construction of the "Demonstration" of Teacher Education Students from the Perspective of Morality Education*

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**Abstract:** This paper systematically combs the "demonstration" theory of teacher education students in morality education perspective, and discusses its multidimensional expansion and extensive extension. Constructing a "demonstration" theoretical model for teacher education students centered on moral literacy, professional literacy, emotional literacy, and growth literacy, and proposing practical pathways such as strengthening moral education for teachers and enhancing professional literacy, aims to promote the in-depth implementation and widespread dissemination of the educational philosophy of "morality education."

## 1. Foreword

In today's society, education, as an important way to shape the future and inherit civilization, its core values have become increasingly prominent. Morality education, as the fundamental task and core concept of education, it is not only a call for students knowledge transmission and skills training, but also a deep concern for their moral character and personality shaping. This concept is rooted in the deep soil of pedagogy, psychology and philosophy, and has survived the changes of times, and has become a beacon leading the development direction of education.

The research results in the field of pedagogy show that the role of teachers is far from a simple knowledge transmitter, but also the guide and demonstration of students moral formation. Teacher education students, as a new force of the future teachers, its demonstration has inestimable value in the morality education process. Their words and deeds and every move are not only related to the display of personal professional quality, but also directly affect the growth and development of the future generation. Therefore, it is a profound exploration of the connotation and extension of teacher education students demonstration in the perspective of morality education, which is of profound significance for improving the quality of normal education and cultivating high-quality teachers.

In recent years, scholars at home and abroad have carried out extensive and in-depth research on demonstration, and believe that teacher education students moral behavior, teaching skills and professional growth demonstration have had a profound positive impact on students, and effectively promoted the all-round development of students. At the same time, these studies also put forward a variety of strategies and practical paths, such as strengthening teacher education students teacher

ethics education, improving teaching skills training, encouraging professional growth and innovation, etc., which provide valuable experience for cultivating highly exemplary teacher education students. At present, with the continuous change of educational environment and the continuous update of educational concepts, the understanding and requirements of teacher education students demonstration are also deepening and expanding.

This paper aims to analyze and analyze the exemplary theory of teacher education students from the perspective of morality education. Through the integration of pedagogy, psychology and philosophy of multidisciplinary theoretical resources, combined with the relevant research results and practical experience at home and abroad, this paper tries to build a comprehensive, in-depth, with the characteristics of the era of teacher education students exemplary theoretical framework, in order to provide strong cultivation and education of teacher education students theoretical support and practical guidance, promote the in-depth implementation of morality education education concept and widely spread.

## **2. Multi-dimensional expansion of the connotation of "demonstration" in the morality education perspective**

Under the guidance of the fundamental task of morality education education, the connotation of "demonstration" has been endowed with unprecedented depth and breadth. It is not only the inheritance and development of traditional educational concepts, but also a profound reflection and reshaping of the role positioning and function requirements of teachers in the future education ecology. This process of multi-dimensional expansion not only reflects the cross-integration of pedagogy, psychology, ethics and other disciplines, but also highlights the new expectations and new requirements of The Times for the cultivation of educational talents.

### **2.1. Professional ethics and professional quality**

From the perspective of pedagogy, "demonstration" is firstly reflected in the deep integration of its professional ethics and professional quality<sup>[1]</sup>. Professional ethics, as the cornerstone of teachers professional development, its core lies in the noble moral quality and professional ethics. This requires teacher education students not only to deeply understand the connotation of integrity, responsibility, care and other moral principles in theory, but also to practice these moral principles in the heart and externalize them in the practice, to become a guide for students moral growth. Suhomlinsky said: "Teachers should become the embodiment of morality. "The words, actions, and demeanor of teachers exert a constant influence on the inner worlds of students, necessitating that they lead by example and set a moral paradigm for students through their own lofty virtues. At the same time, the improvement of professional quality is also an indispensable part of the "demonstration". Pedagogy emphasizes the synchronous development of teachers professional knowledge, teaching skills and educational ideas. Teachers need to have a solid basic knowledge of the subject, master advanced teaching methods and strategies, and be able to flexibly use a variety of teaching methods to stimulate students interest in learning and creativity. In teaching practice, teachers should have the courage to explore, dare to innovate, constantly pursue the improvement of teaching art, and provide students with high-quality teaching demonstration. This display of professional accomplishment is not only to impart students knowledge, but also to guide their learning methods and thinking methods, which is helpful to cultivate students ability of independent learning and the habit of lifelong learning.

## 2.2. Emotional attitude and personality characteristics

Psychology reveals the importance of "demonstration" in terms of emotional attitude and personality characteristics<sup>[2]</sup>. The emotional attitude of teachers is one of the key factors that affect students mental health and growth. Teachers should have a positive emotional state, be able to face the challenges and difficulties in teaching work with an optimistic and confident attitude, and convey positive energy and confidence to students. At the same time, they should also have a keen empathy and love, to be able to deeply understand the needs and confusion of students, and to provide timely and effective support and help. This demonstration of emotional attitude helps to establish a harmonious relationship between teachers and students, create a positive classroom atmosphere, and promote the all-round development of students. In addition, the personality characteristics of teachers are also an important part of the "demonstration"<sup>[3]</sup>. A teacher with a sound personality can show excellent qualities such as independence, tenacity, and tolerance, these qualities will have a profound impact on students. Teachers should strive to shape their own personality charm, through their own words and deeds, living habits, interpersonal communication ways, to show students a healthy, positive, upward image of life. This demonstration of personality characteristics will help students to form a sound personality and good moral character.

## 2.3. Moral code and value judgment

Ethics provides more far-reaching moral support and value orientation for "demonstration"<sup>[4]</sup>. From the perspective of ethics, teachers moral behavior is not only constrained by professional ethics, but also needs to be based on correct value judgment. Teachers should set up the correct world outlook, the outlook on life and values, the personal development into the development of the state and society, with high sense of responsibility and mission in education, always remember their education mission and responsibilities, stick to education bottom line and moral integrity, not confused by fame and wealth, difficulties, unswervingly on the road of morality education.

In the face of complex and changeable educational situations, teachers should be able to use the basic principles and values of ethics to make correct moral judgment and behavior choice. Teachers should respect students individual differences and diverse needs, pay attention to students comprehensive development and healthy growth, and treat every student with a fair, fair and caring attitude. At the same time, they should also actively advocate and practice the socialist core values, guide students to establish correct moral concepts and value pursuit, and cultivate more outstanding talents with noble moral character and innovation ability for the society.

## 3. Extensive extension of the "demonstration" extension under the morality education horizon

Since ancient times, the teaching profession has been carrying the sacred mission of imparting knowledge, enlightening wisdom and cultivating talents. Its heavy social responsibility and far-reaching influence all highlight the unique value of the role of teachers. Under this grand professional vision, "demonstration" has become a bridge connecting the personal growth of teachers and the overall progress of the society, and its broad extension has been fully reflected and demonstrated in the sacred mission and social responsibility of the teaching profession.

### 3.1. Leading role in career development

The career development of teachers is a multi-dimensional and dynamic change process, among which "demonstration", as its core characteristic, plays a crucial leading role. This process is not only related to the improvement of individual ability, but also the embodiment of the deep

integration of educational ideas and practical wisdom, which has a profound impact on teachers career planning, the shaping of professional quality and the continuous professional growth.

In the early stage of career planning, "demonstration" is the vane of teacher education students career orientation and value pursuit. Through educational practice, teaching observation and other practical activities, teacher education students began to gradually understand and internalize the professional standards of "learning high teacher, body is the model", not only to pursue excellence in professional skills, but also to become a model for students in moral quality, personality charm. This conscious pursuit of "demonstration" has laid a solid career foundation for teacher education students, and guided them to adhere to the original aspiration of education in the future while taking on the mission of education.

In the process of shaping professional quality, "demonstration" is the source of power for self-improvement and excellence. During the transition from teacher education students to novice teachers, they continuously absorb the latest educational theories, teaching methodologies, and technological tools, and closely integrate these with their personal educational practice experiences. Through deep reflection and systematic summarization, they continually optimize their teaching strategies, thereby achieving sustained improvement in teaching effectiveness. Every teaching innovation and every classroom interaction is a vivid interpretation of the "demonstration", which not only promotes the dissemination of knowledge and skills, but also promotes the continuous improvement of their own professional quality. In this process, "demonstration" has become the internal driving force of teacher education students professional growth, leading them to constantly break through themselves, towards a higher level of education.

In the middle and late stages of career development, "demonstration" will be transformed into a kind of leadership and influence, which will have a positive impact on peers, the education system and even the whole social culture. As an experienced educator, teacher education students not only plays a leading role in the teaching line, but also participates in educational research, teacher training and education reform, shares its educational philosophy and teaching experience with peers, and promotes the overall quality of the public education concept through public lectures and media platforms, and improves the social understanding and support for education, contributing to the construction of a good education ecology.

### **3.2. Far radiation of social and cultural influence**

"Demonstration" in the dimension of social and cultural influence, shows the effect of a profound and extensive radiation effect, which is not only limited to the field of education, but also permeates into all levels of social culture, and becomes an important force to promote social progress and civilization development.

From the perspective of educational essence, "demonstration" is one of the core characteristics of teachers professional identity<sup>[5]</sup>. During educational internships and their future careers as teachers, teacher education students directly shape students' values, behavioral habits, and knowledge structures through ideological inspiration and behavioral modeling. This process is not only related to the growth of students, but also a key link of social and cultural inheritance and innovation. The professional quality and professional enthusiasm shown by teachers are the positive strengthening of the mainstream values of the society, and they play an irreplaceable role in promoting the continuous progress of social culture and building a harmonious social and cultural environment.

Outside of the vocational field, "demonstration" has a positive impact on the social groups around them through the teachers social membership. Usually in social communication, cultural exchange, public service and other social activities, "demonstration" has higher requirements for teachers performance. This exemplary role not only enhances the social reputation of the teacher

profession, but also promotes the public—to reunderstand and respect the value of education, including teachers themselves, and lays a solid foundation for the formation of a good social atmosphere of respecting teachers and valuing education.

In the information age, "demonstration" also transcends the limitation of physical space and spreads knowledge and culture to a wider range of audiences through emerging education models such as online education, distance education and digital education. In this process, teachers are not only the transmitters of knowledge, but also the leaders of learning methods in the digital age. Their teaching innovation, technology application ability and adherence to network ethics are of great significance to the construction of a healthy, positive and inclusive digital cultural environment.

#### **4. Construction of the "exemplary" theoretical model**

To sum up, the core of building the teacher education students training model lies in the precise positioning and deep integration of the four key elements: moral quality, professional quality, emotional quality and growth quality (Figure 1). First of all, moral literacy, as the cornerstone of the model, emphasizes that teacher education students should have noble moral character and professional ethics. This includes a firm educational belief, lofty ethics, a strong sense of social responsibility and respect and tolerance for students individual differences. The cultivation of moral literacy aims to make teacher education students have a deep understanding of the nature and mission of education, become a model of moral, moral, moral, set an example of integrity, kindness, courage to take responsibility. Secondly, professional quality is the core driving force of teacher education students professional growth. It covers a solid subject knowledge system, advanced education and teaching concepts, superb teaching skills, and continuous learning and research ability. The improvement of professional quality requires teacher education students to not only to master the content and methods of the subject taught, but also to master modern educational technology, have the comprehensive ability of curriculum design and implementation, teaching evaluation and reflection, to promote the comprehensive development of students as the goal, and constantly improve the quality and effect of teaching. Moreover, emotional literacy plays an indispensable role in teacher education students cultivation. It is related to teacher education students sensitivity to students emotions, cultivating empathy, and the ability to build a positive teacher-student relationship. The improvement of emotional literacy aims to enable teacher education students to deeply understand the psychological needs and emotional changes of students, through effective communication and communication, establish a teacher-student relationship based on trust and respect, provide strong support for students mental healthy growth, and at the same time become a guide and companion for students at the emotional level. Finally, growth literacy focuses on teacher education students ability to self-perceive, self-planning and lifelong learning. It encourages teacher education students to constantly reflect on its own educational practice, define its personal development goals, and actively seek opportunities and paths for professional growth. In the rapidly changing educational environment, the cultivation of growing literacy is particularly important. It enables teacher education students to maintain a keen perception of new knowledge and new technology and learning enthusiasm, constantly adapt to the needs of educational reform, and realize the double improvement of personal value and social value. The four core elements of moral literacy, professional literacy, emotional literacy, and growth literacy are interdependent and mutually reinforcing within the teacher education students' training model, collectively constructing a three-dimensional and comprehensive development framework. This not only provides solid support for the "demonstration" characteristics of teacher education students but also lays a firm foundation for their future educational careers.



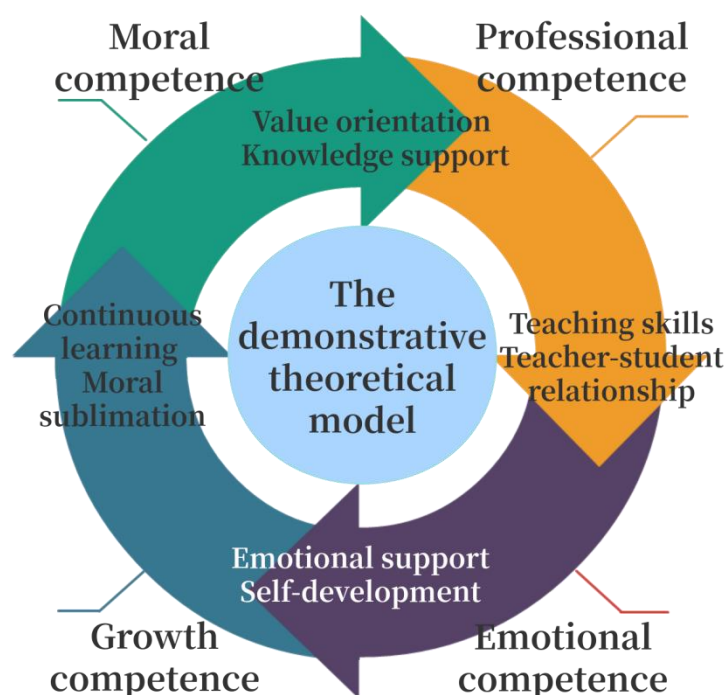


Figure 1: Schematic structure of the "exemplary" theoretical model

## 5. Practical path of the "exemplary" theoretical model

### 5.1. Strengthen teachers ethics education and establish noble moral customs

By strengthening moral education for teachers, teacher education students are guided to deeply understand and internalize noble moral qualities, professional ethics, and correct values. Through methods such as exemplary demonstrations and case analyses, the moral identity and sense of responsibility of teacher education students are stimulated. By establishing a teacher morality evaluation mechanism and a reward and punishment system, the effective implementation and continuous improvement of moral education for teachers are ensured.

### 5.2. Improve professional quality and strengthen teaching and practice ability

By optimizing curriculum design and teaching methodologies, the professional knowledge learning and teaching skill training of teacher education students are strengthened. Teacher education students are encouraged to participate in activities such as educational internships, teaching observations, and teaching contests to enhance their practical teaching abilities. Simultaneously, they are guided to pay attention to new trends and issues in educational policies, theories, and practices, cultivating their awareness and ability for educational innovation.

### 5.3. Cultivate emotional accomplishment and build a harmonious teacher-student relationship

Through courses and activities such as mental health education and emotional education, teacher education students are cultivated to develop positive emotional attitudes, empathy, and loving-kindness. They are guided to emphasize emotional exchange and psychological communication with students, fostering harmonious teacher-student relationships. Simultaneously, training in emotion management and stress regulation is strengthened for teacher education students,

helping them maintain a good working state and psychological well-being.

#### 5.4. Promote growth literacy and achieve sustainable development

Through methods such as career planning education, fostering a lifelong learning mindset, and innovation capability training, the self-awareness and career planning abilities of teacher education students are promoted. Teacher education students are encouraged to formulate personal development plans and put them into practice. Simultaneously, a support system for the development of teacher education students is established, providing them with necessary resources and assistance to ensure their continuous growth and progress in career development.

### 6. Conclusion and outlook

Based on the basis of in-depth analysis of the connotation and extension of teacher education students "demonstration" in morality education vision, the teacher education students "demonstration" theoretical model is constructed and puts forward the corresponding practical path. This model not only provides theoretical guidance and practical framework for the cultivation and education of teacher education students, but also provides strong support for the in-depth implementation of the fundamental task of morality education. However, the cultivation of teacher education students "demonstration" is a long and complex process, which requires the joint efforts and continuous attention of educational administrators, teachers, students and all sectors of society. Future research can further explore the specific performance of teacher education students "demonstration" in different educational stages and fields and its influencing factors, so as to continuously improve and optimize the theoretical model and practice path of teacher education students "demonstration". At the same time, with the continuous development of educational technology and the continuous change of the educational environment, we also need to pay attention to the new characteristics and new requirements of teacher education students "demonstration" in the digital, network and other new education forms, to provide strong support for cultivating teacher education students to meet the future education needs.

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