

# Reflections on the Construction of Teachers' Ethics in Colleges in the New Era

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**Abstract:** Teachers' ethics is the benchmark for social moral construction. The construction of teachers' ethics in colleges and universities is the "basic project" to improve the comprehensive quality of teachers in the new era and to run a university well. Strengthening the construction of Teachers' ethics is an inevitable requirement for fully implementing the fundamental task of morality and cultivating people, and it is the key to creating a new era of college teachers. The construction of teachers' ethics should start from the following aspects: to consolidate beliefs and form the orientation of the construction of teachers' ethics; to improve ability and form the professionalization of college teachers' skills; to nurture teacher love and form a healthy relationship between teachers and students in colleges and universities; pay attention to the society and form the normalization of social services for college teachers.

## 1. Introduction

The report of the 19th National Congress pointed out that it is necessary to "strengthen the construction of teachers' ethics, cultivate a team of high-quality teachers, and advocate the whole society to respect teachers." [1]. Teacher are the base of education plan, in the process of teaching, the morality of teachers is the soul. The quality of teachers' ethics directly affects the quality of talent training. It plays a key role in promoting the reform and development of teacher education in the new era, comprehensively improving teachers' quality and ability, and implementing the fundamental task of morality and talent cultivation. We need to implement the Opinions of the Chinese Government on Comprehensively Deepening the Reform of Teacher Team Construction in the New Era and fully implement the Teacher Education Revitalization Action Plan (2018-2022). To cultivate a team of teachers with excellent professional skills and noble morality, we must take the construction of teacher morality as a basic project and do a good job [2].

## 2. The Importance and Necessity of Strengthening the Construction of Teachers' Morality in the New Era

Teacher morality is the concrete embodiment of social moral principles and norms in the teaching profession, and is the noble virtue that teachers show in educational activities. Strengthening the construction of teachers' morality has great and far-reaching significance. Strengthening the construction of teachers' morality is related to the development of teachers, and is more related to the future of the country.

### 2.1. Strengthening the construction of teachers' morality is an inevitable requirement to fully implement the fundamental task of morality and talent cultivation

Ethics is the foundation of human beings, and ethics is the leader of talents. "If ethics does not match, there will be disaster." [3]. Since the 18th National Congress, the Chinese Government has always regarded "who we train for, what kind of people to train, and how to train people" as the fundamental issues of the development of our country's education. Taking morality and talent cultivation as the fundamental task of education that has created a new situation in the development

of education in our country. The report of the 19th National Congress established the status of education as a "basic project" in the realization of the dream of the great rejuvenation of the Chinese nation. The report re-emphasized to "implement the fundamental task of morality and talent cultivation" and cultivated newcomers of the era who can take on the responsibility of national rejuvenation. These important expositions profoundly reflect the high importance that the state attach to education, and also put forward new hopes and new requirements for the development of education in the new era.

Whether a school can cultivate qualified talents for socialist construction, and cultivate literate laborers with all-round moral, intellectual and physical development and socialist consciousness, the key lies in teachers [4]. Those who teach others must be educated first, and those who establish the ethics of students must first establish their own ethics. The ethics of teachers is the product of educational practice and the key to revitalizing education. The socialist nature of education in our country determines the special status and role of teachers. They undertake the historical mission of spreading knowledge, ideas and truth, and shoulder the important task of shaping souls and people. They are the leaders of students' morality, and they are the guides for the future life of the students.

Therefore, strengthening the construction of teachers' morality, putting the improvement of ideological and political quality and professional morality in an important position, and achieving the goal of standing by virtue, learning from virtue, teaching by virtue are the new tasks in the new era, and it is an inevitable requirement to fully implement the fundamental task of morality and talent cultivation.

## **2.2. Strengthening the construction of teachers' morality is the key to creating the teaching team in the new era**

The development of the teaching staff is a very important subject and the theme of the times to realize the revitalization of teacher education. Extensive and profound professional knowledge needs to be acquired by teachers, and professional ethics also need to be followed. This professional ethics is a code of conduct that teachers, as professional staff, need to consciously accept and strictly abide by in the process of their professional development. Teachers' professional ethics together with professional knowledge, professional spirit, professional emotion and professional belief constitute the core elements of the healthy development of teachers [5]. Teachers' professional ethics not only contains teaching and educating people, but also reflects a high degree of ethical consciousness, which is the moral principle and ethical statute that teachers should abide by.

The ethics and moral norms that teachers embody and follow in the process of education are the guarantee force to regulate and restrain teachers' professional behavior, organize and maintain teaching order. Teachers' morality is the basis for teachers to carry out professional activities, although it requires external constraints, but a high degree of internal self-consciousness is the endogenous source of power to promote the healthy development of teachers' morality.

## **3. The predicament of the construction of teachers' morality in universities in the new era**

Since the 18th National Congress, the Chinese Government has attached great importance to education work, and has raised the construction of teachers' morality in universities to an unprecedented strategic height. The majority of college teachers' morality is in a healthy and upward trend. However, there are many problems existing in the construction of teachers' morality in some colleges.

### **3.1. The ideological and political quality of some college teachers is weakened**

With the profound changes in China's economic, political, cultural, social and other systems, as well as the complicated international situation, some problems have arisen in the ideological and political quality of college teachers, which affects the effectiveness of college teachers' morality construction. Its performance mainly has the following aspects:

First, some college teachers have weak ideals and beliefs.

Ideals and beliefs are the "Great Virtue" of college teachers. Understanding "Great Virtue" is the Root of Teacher's Morality. Once the ideals and beliefs of college teachers are shaken, it means the deviation of "Virtue". At present, some college teachers have lost their adherence to the ideals and beliefs of Marxism under the impact of various foreign ideas [6]. It is difficult for college teachers to make rational judgments. Gradually relaxed the requirements for their own ideological and political quality, and even questioned the direction of the country's development.

Second, some college teachers lack professionalism.

Professionalism is the "public morality" of college teachers and the "morality" in work. The weakening of professionalism means the loss of "public morality". With the in-depth development of the market economy, the value orientation of some college teachers presents a trend of utilitarian and secularization. Teaching is regarded as a means of earning a living by teachers. Teachers are perfunctory about teaching and eager for quick success in scientific research.

Third, the moral cultivation of some college teachers is not high.

The moral cultivation of college teachers is "private morality". The "private morality" of college teachers refers to the words and deeds, personality charm, and style of doing things. Under the negative influence of foreign ideas, incidents of low "private morality" in some universities have repeatedly appeared. The impetuous mentality, the desire for profit, and the inconsistency of words and deeds not only failed to play an exemplary role of college students, but also destroyed the morality of teachers in universities.

### **3.2. The basic professional ability of some college teachers is weakened**

The basic element of the professional development of college teachers is the professional ability. Scientific teaching methods, solid teaching ability and solid knowledge foundation need to be mastered by teachers. With the advent of the information age, the traditional teaching model has been impacted, and the professional abilities of some college teachers do not meet the requirements of high-quality education in the new era. First, the knowledge reserves of some college teachers are insufficient, and the knowledge structure is unreasonable. Teachers of science and engineering are not high in humanistic quality, and teachers of humanities and society lack rational thinking and scientific spirit. Second, some college teachers' teaching methods are rigid. Some college teachers rely on PPT in their teaching activities, but fail to update the PPT content in a timely manner, resulting in a single teaching content, the classroom is not attractive enough, and the students' interest in learning is reduced. Students lose their motivation to learn, which seriously affects the teaching effect. Third, the teaching attitude of some college teachers is negative. Due to the heavy workload of teaching and scientific research in some colleges, and the single and rigid standards of assessment and reward, some teachers have changed their mentality in the process of teaching, only regard teaching work as a means of making a living, and regard scientific research as a "way to make money".

### **3.3. The relationship between teachers and students in some colleges is "sub-healthy"**

The relationship between teachers and students is not only an important part of teachers' work, but also an indispensable part of the construction of teachers' morality in colleges. Harmonious and healthy teacher-student relationship is the key element to improve the effect of educational activities [7]. There is a "sub-health" situation in the teacher-student relationship in some colleges and universities, mainly showing three problems. First, the emotional relationship between teachers and students in some colleges has become indifferent. This mainly refers to less actual communication time between teachers and students, less emotional and ideological communication. After the course, the students do not know the teacher's name, and the teacher has no impression of some students. Second, the relationship between teachers and students in some colleges is utilitarian. Some college teachers regard students as cheap labor, and teachers regard themselves as company bosses. Too much utilitarianism, purpose and selfishness are mixed between teachers and students. Third, some college teachers and students lack ethics. This mainly refers to the phenomenon that a small number of teachers have violated the law. These phenomena not only damage the image of teachers, but also destroy the pure relationship between teachers and students, which leads to a

crisis of trust in the education and serious violations of teachers' ethics, such as sexual assault and harassment of students.

### **3.4. Some college teachers' social services are polarized**

Social service is one of the important functions in colleges, and it is also an important embodiment of the professional ethics of college teachers. It requires college teachers to combine their majors, devote themselves to social practice, and make contributions [8]. The social service function of some college teachers has not been effectively and reasonably played, and there is a problem of polarization. First, there is a phenomenon of "overheating" of social services. Some college teachers regard social services as a way to obtain economic benefits, and indulge in the additional economic benefits brought about by social services, ignoring the identity of college teachers, which seriously affects the effectiveness of the construction of teachers' morality. Second, there is a phenomenon of "indifference" in social services. Some colleges pay too much attention to scientific research and teaching, which leads to the gradual loss of teachers' sense of responsibility for social service, and separates it from scientific research and teaching functions. Focusing on social service is considered wasted time by them, so they do not carry out social service activities. This not only weakens the connection between college teachers and society, but also hinders the construction of college teachers' morality.

## **4. Analysis of the basic path to strengthen the construction of teachers' morality in the new era**

Social service is one of the important functions in colleges, and it is also an important embodiment of the professional ethics of college teachers. It requires college teachers to combine their majors, devote themselves to social practice, and make contributions [9]. The social service function of some college teachers has not been effectively and reasonably played, and there is a problem of polarization. First, there is a phenomenon of "overheating" of social services. Some college teachers regard social services as a way to obtain economic benefits, and indulge in the additional economic benefits brought about by social services, ignoring the identity of college teachers, which seriously affects the effectiveness of the construction of teachers' morality. Second, there is a phenomenon of "indifference" in social services. Some colleges pay too much attention to scientific research and teaching, which leads to the gradual loss of teachers' sense of responsibility for social service, and separates it from scientific research and teaching functions. Focusing on social service is considered wasted time by them, so they do not carry out social service activities [10]. This not only weakens the connection between college teachers and society, but also hinders the construction of college teachers' morality.

### **4.1. Condensing Faith and Strengthening the Orientation Education of Teachers' Morality Construction in Colleges**

As "preachers and educators", only when college teachers stick to their ideals can students be truly educated and guided, and they can keep their "original intentions". First, college teachers must have "Great Virtue" and firm political beliefs. College teachers should regard training "qualified builders and reliable successors of socialism with Chinese characteristics" as an important duty and mission. Second, college teachers must adhere to "public morality". College teachers must consciously regard "freedom, equality, justice, and the rule of law" as their personal values, they must be dedicated to their jobs, serve students wholeheartedly, and be selfless and generous. Third, college teachers must be strict about their personal ethics and strengthen their sense of self-discipline. As the engineers of the human soul and the guides of the students in colleges, whether their personal morality is noble or not is directly related to the higher education. College teachers lead the progress of students with noble virtues and promote the construction of teachers' morality.

#### **4.2. The skills of teachers have been improved, and the professional skills of promoting the construction of teachers' morality in colleges have been promoted**

With the continuous development of network technology in the new era, the impact on education has become greater and greater, which has greatly increased the channels for students to acquire knowledge. More comprehensive knowledge is acquired by students, and the depth and breadth of knowledge of some students has surpassed that of teachers. Only by enhancing knowledge reserves and improving professional quality, college teachers will not fall behind the times and students. First of all, teachers in colleges and universities should be based on "knowing how to teach" and have a solid theoretical foundation. Exquisite teaching ability is the fundamental basis of teaching and also the basis of teachers' morality. Only when college teachers have a high theoretical level can they clearly and thoroughly answer students' doubts and guide students to move forward. Secondly, college teachers should focus on "excellent teaching" and improve their teaching ability. College teachers should, according to the new requirements of higher education in the new era, focus on improving teachers' teaching ability, effectively master and apply information technology. Only in this way can teachers' ability be strengthened and teachers' morality be formed. Thirdly, college teachers should focus on "moral education" and improve the spirit of innovation. Teachers are the initiators and communicators of human wisdom. They not only need to broaden their horizons, but also guide students to innovate.

#### **4.3. Nurturing the love of teachers and promoting the healthy relationship between teachers and students in colleges**

Teacher love is the soul of teachers' morality, and the lack of teacher love will lead to "sub-health" in the relationship between teachers and students in colleges. Therefore, to promote the healthy development of the relationship between teachers and students in colleges, it is necessary to nurture teacher love, promote the common growth of teachers. First of all, teacher love should be based on respect for students. The ultimate goal of education is to educate students. We should see students as people of value, dignity, character and autonomy. We must fully respect their personalities and feelings, trust their abilities, and fully communicate with students. As General Secretary said: "A good teacher should know how to respect students, make students full of confidence, hold their heads high, and teach students to respect others through the behavior of respecting students." Second, the teacher's love should be both strict and loving. Teacher's love is unrequited, selfless, and extensive, but this kind of love is not coddling, but a love that is strict and reasonable, tolerance and strictness coexist. When students make mistakes, teachers should be strict, reasonable and affectionate. When students have a deep reflection on their mistakes, teachers should be tolerant and understanding. Thirdly, teacher love should be relaxed and moderate, and keep the bottom line. Teachers must not be ambiguous in words and "excessive" in actions when conveying teacher love to students of the opposite sex. Therefore, college teachers must clearly recognize the bottom line of behavior and the boundary of teacher's morality and love. Only in this way can we promote the healthy and purifying relationship between teachers and students in colleges.

#### **4.4. Pay attention to the society and promote the normalization of social services for college teachers**

Paying attention to the society is the foundation for college teachers to serve the society, and it is also an important embodiment of teacher morality. At present, some colleges and universities are still in the predicament of short-term social services. In order to make up for the short-term social services in colleges and universities, the ability of college teachers to provide social services needs to be improved, and concepts, environment, systems and other aspects need to be changed. First, it is necessary to correct the polarization of teachers' awareness of social service in colleges, and continuously enhance teachers' sense of responsibility in serving the society. Specifically, we can start from two aspects: on the one hand, it is necessary to enhance the consciousness and initiative of college teachers in social service, urge them to organically combine scientific research, teaching

and social service, and fully apply the theoretical achievements of teaching and scientific research to social practice, so as to give full play to the function of social service. On the other hand, it is necessary to guide teachers to consciously put social efficacy in the first place, and to prevent teachers from taking "profit or not" as a yardstick for participating in social services. The second is to build a good environment conducive to the development of teachers' social service ability. The environment is an important guarantee for cultivating a good atmosphere. To improve the social service ability of teachers in colleges, a good environment suitable for teachers' development needs to be created by managers. The third is to reform the current teacher professional development system and teacher service evaluation system. At present, some colleges regard scientific research and teaching as important indicators of teacher assessment, which seriously limits the development of college teachers' social services. College managers must strengthen the proportion of social services in teacher assessment, and include it in teachers' annual assessment, job promotion, and professional title assessment. Only in this way can we promote the institutionalization and normalization of college teachers' social services.

## 5. Conclusion

Starting from the ardent hopes and high requirements of the state for college teachers, after fully explaining the importance and necessity of the construction of teachers' morality in the new era, the dilemma of the construction of teachers' morality in colleges is found. For example: the ideological and political quality of some college teachers is weakened; the basic professional ability of some college teachers is weakened. The relationship between teachers and students in some colleges is "sub-healthy". Some college teachers' social services are polarized. In response to these problems, various solutions have been proposed. Condensing Faith and Strengthening the Orientation Education of Teachers' Morality Construction in Colleges; The skills of teachers have been improved, and the professional skills of promoting the construction of teachers' morality in colleges have been promoted; Nurturing the love of teachers and promoting the healthy relationship between teachers and students in colleges; Pay attention to the society and promote the normalization of social services for college teachers.

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