

Research on the Countermeasures to Strengthen the Construction of Teachers' Morality in Private Higher Vocational Colleges in the New Era

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Abstract

"Teacher's ethics" is the code of ethics and conduct that teachers must abide by when engaging in educational activities, and is the essence of teachers' work. As socialism with Chinese characteristics enters a new era, people put forward higher requirements for education. As an important part of our country's vocational education, private higher vocational education still has new problems and challenges in the construction of the teachers' morality. In order to meet the needs of the development of the society in the new era, private higher vocational teachers should strengthen the study of political theory and improve their own sense of responsibility. For private higher vocational colleges, it is essential to strengthen the supervision and management of the construction of teachers' morality, and optimize the assessment regime of teachers' morality. Furthermore, creating a good environment for the construction of teachers' morality and adhering to the principle of educating people, upholding morality, can effectively improve the level of ethics and overall quality of the teaching staff.

Keywords

new era; private higher vocational colleges; teachers' morality; construction countermeasures.

1. Introduction

Since the 18th National Congress of the Communist Party of China, the Party Central Committee has placed the construction of teachers' morality in a vital position and made a series of important deployments, making remarkable achievements in recent years. As the science and technology in the world today changes and develops rapidly, the socialism with Chinese characteristics enters a new stage of development, when people are more eager for high-quality education and the society seriously demand for technical and skilled talent. Private higher vocational education, as an important part of China's higher education, its goal is to cultivate the short skilled talents. In order to foster qualified socialist builders and successors who have a comprehensive development of morality, intelligence, physique and aesthetics, as well as great country craftsmen and skilled craftsmen, it is of vital importance to have a highly qualified teaching team who determines the level of running schools and the quality of talents in private higher vocational schools. Since the teachers' morality is the first criterion for evaluating the quality of the teacher team[1], we ought to attaching more attention to the construction of the private higher vocational teacher's morality.

2. The Importance of Strengthening the Construction of Teachers' Morality in Private Higher Vocational Colleges

2.1. In Line with the Party's Guidelines and Policies

In 2018, the *Opinions of the Central Committee of the Communist Party of China and the State Council on Comprehensively Deepening the Reform of the Construction of Teachers in the New Era* proposed to fully implement the party's education policy, adhere to the direction of socialist education, implement the fundamental task of morality, and strengthen the construction of teacher ethics. A team of high-quality teachers should be cultivated, forming a situation that good teachers whose talents are made the best use of emerge constantly. This opinion puts teachers' ethics in a prominent position and strives to improve teachers' ideological and political quality.

In 2019, the Ministry of Education and other seven departments issued the *Opinions on Strengthening and Improving the Construction of Teacher Morality in the New Era*, which clearly explained all aspects of the construction of teachers' morality and style. The proposal put forward the Xi Jinping's new era of Chinese characteristic socialism is regarded as the guiding ideology for strengthening the construction of teachers' morality and style, the four "persistences" are the basic principles, and the overall goal is to establish a complete system for the construction of teachers' morality and style and an effective long-term mechanism for the construction of teachers' morality and style.

In addition, the *Code of Professional Ethics for Teachers in Colleges and Universities*, *Ten Guidelines for the Professional Conduct of College Teachers in the New Era*, *Several Opinions on Strengthening and Improving the Ideological and Political Work of Young Teachers in Colleges and Universities*, *Guiding Opinions Of The Ministry of Education's Concerning Deepening the Assessment of College Teachers on Reform of the Evaluation System* and other documents all give corresponding regulations and opinions on the construction of college teachers' ethics and style. In this regard, private higher vocational teachers should adhere to the party's policies, adhere to the party's leadership, learn as a teacher, act as a model, act in line with words and deeds, be students' instructors and guides, and become satisfactory educator to the party and the people.

2.2. The Fundamental Guarantee for Improving the Quality of Private Higher Vocational Teachers

Teacher morality is a kind of virtue that our country has paid great attention to since ancient times, and it is also the basic literacy of being a teacher. *The Analects of Confucius • Zilu* once said that "the body is upright, do not order; if the body is not upright, although the order is not obeyed", it can be seen that teachers must be examples of others, be cautious in words and deeds, set a correct example for students, and set a good example role in order to be better qualified for the job. Han Yu wrote in *Teacher's Talk that* "Teachers, are preaching and teaching work to solve puzzles", the main content of the teacher's work is to teach humanity, teach knowledge, and solve puzzles. The whole process includes both the teaching of knowledge and skills to students and the impact of its words and deeds. The goal of private vocational colleges is to cultivate technical talents, the quality of whose determines the development of our country's future technology industry. As private vocational teachers, in addition to imparting professional knowledge and technical skills to students, their behavior and style also play a subtle influence on students. Therefore, good private higher vocational education can be realized by a team of high-quality teachers, the construction of teachers' morality and style is the fundamental guarantee for improving the quality of teachers.

2.3. The Key to Enhancing the Core Competitiveness of Private Higher Vocational Education

In 2019, the State Council issued the *National Vocational Education Reform Implementation Plan*, which proposed that vocational education should be placed in a more prominent position in education reform and innovation as well as economic and social development. It also put forward to build a diversified school-running pattern, support and encourage both enterprises and social forces to participate in the organization of various vocational education. Based on what are included above, the private higher vocational education needs to conform to the current form of vocational education in my country, which is encouraged and supported by the state. At present, private vocational schools are in a stage of rapid development, and there are still many aspects to be improved. An excellent faculty team is the first element for promoting the core competitiveness of private vocational schools. The goal of running a private vocational school is to train students into high-quality and high-skilled talents, while teachers are the foundation and source of education. Teachers should set good examples for students and provide correct guidance for students with their own personality charm and professional spirit, so that students are willing to learn rather than forced to learn. With the students loving learning, the teachers loving teaching, private vocational colleges can naturally enhance their core competitiveness and achieve self-improvement.

3. The Main Problems Existing in the Construction of Teachers' Morality and Style in Private Higher Vocational Colleges

3.1. Teachers Tend to be Utilitarian, and Their Love for Education is not Enough

Due to the rapid development of the market economy, the value orientation of some private higher vocational teachers has been also transformed accordingly from the traditional teaching and educating people to personal interests. Lack of the love for education and the spirit of utter devotion and responsibility for schools and students, the main purpose of some private higher vocational teachers' employment is economic treatment and social welfare, only seeing the profession of teachers as tools and means to earn a living. Furthermore, some private higher vocational teachers use private higher vocational colleges as a temporary footstep because they do not have ideal jobs for the time being. Once they have a more suitable and desirable employment, they will immediately quit. Also, private higher vocational teachers often are employed by private higher vocational colleges only on the basis of a one-sheet contract. In many cases, they have no sufficient constraining force on teachers. Some teachers will end the cooperation with colleges due to personal reasons, which leads to the greater mobility of the teacher team, just as a saying goes "a cast iron battalion and a flowing soldier".

3.2. The Academic Attitude is not Rigorous Enough, and the Spirit of Innovation Needs to be Improved

In recent years, our country has given the development of private higher vocational colleges strong encouragement and support. In 2012, the Ministry of Education issued the *Implementation Opinions of the Ministry of Education on Encouraging and Guiding Private Funds to Enter the Education Field to Promote the Healthy Development of Private Education*. It is clearly stated that "the teachers of private schools shall enjoy the same treatment as the teachers of public schools in terms of professional title review, project application, evaluation and evaluation." However, in private higher vocational colleges, some teachers do not hesitate to falsify research results or statistical data, or plagiarize academic achievements of others in order to evaluate professional titles, apply for topics, and obtain bonuses, which leads to insufficient academic innovation and slack in academic research. In addition, many private

higher vocational teachers must take care of teaching tasks except for scientific research work. The workload is so heavy that teachers are often tired of coping. Teaching for accomplishing of teaching task and lack of vitality and innovation in class, teachers cannot improve the quality of teaching and achieve good teaching effect. In addition, due to the insufficient number of "dual-qualified" teachers in private higher vocational colleges, more part-time teachers are hired. However, Part-time teachers who usually have other job duties besides school teaching cannot spend more time communicating with students and improving teaching methods, so the teaching effect is often not satisfactory.

3.3. The Construction of Teacher Morality Tends to be Formalized, and the Evaluation Mechanism is not Sound

At present, with the active guidance of national policies, private higher vocational colleges have carried out corresponding measures of construction of teachers' morality and style, but in general, they tend to be formalized and has not really been implemented, mainly including the following aspects:

First, private vocational colleges usually pay more attention to teachers' scientific research level, teaching ability as well as students' technical skills and employment development for their own connotative development, with ignorance of the construction of teachers' morality and style, which have a negative on the overall construction and development of the teachers' morality.

Second, there are fewer trainings for the construction of teachers' morality and style. Besides, the training content and means are single, most of which are instillation training. Private higher vocational teachers cannot internalize the training content from the heart and the shape, so cannot usually achieve the desired results.

Third, the evaluation mechanism of teachers' morality is not sound without its own characteristics. To start with, in terms of evaluation content, the evaluation mechanism of teachers in private higher vocational colleges is mostly the same as the ones of ordinary colleges and universities, using the number of papers and scientific research results as the evaluation standard, which often results in the phenomenon of emphasizing research rather than teaching, and the characteristics of vocational education are not fully reflected in the evaluation. Secondly, for the evaluation methods, the result evaluation that the teacher is evaluated after the semester or school year is often adopted. This evaluation method neither takes into consideration of the teacher's morality in the teaching process nor lays emphasis on the long-term nature of the teacher's morality, which are too one-sided to reflect the full picture of the morality of teachers. Finally, ignoring teachers' self-evaluation, colleagues and students are the evaluators only based on their subjective impressions, which gives rise to the fuzzy evaluation indicators and a lack of self-knowledge and reflection of private vocational teachers throughout the evaluation process. Fourth, the reward mechanism for teacher ethics and teaching style are not perfect. At present, that the methods of most of the private higher vocational colleges commending teachers stay in the spirit and lack substantive rewards cannot effectively arouse the enthusiasm of teachers and create a favorable environment for strengthening the teachers' ethics construction.

3.4. Countermeasures to Strengthen the Construction of Teachers' Morality and Style in Private Higher Vocational Colleges

(1) Strengthening the study of political theory and improve the sense of responsibility

Strengthening the political theory study of teachers in private higher vocational colleges and arming their minds with Xi Jinping's new era of socialism with Chinese characteristics make them establish correct ideals, beliefs and values. To realize the social value maximizing, it is of necessity to keep in mind the party's education, serve the students wholeheartedly, and deeply realize the responsibility as a private vocational teacher.

In the current era of rapid development of science and technology, a higher vocational teacher, not only must always strive to learn political theory knowledge to enrich his own thoughts, but also establish a correct professional outlook to improve their sense of responsibility. Especially with knowledge updated more and more quickly, private vocational teachers need to keep up with the times and pay attention to the renewal of knowledge, enrich one's own teaching methods and means, and improve one's knowledge level and skills rather than stick to old books and old theories to make preparation for the cultivation of innovative talents.

(2) Creating a good construction environment for teachers' morality and style

The construction of teachers' morality and style need to be based on a good environment. First, we must adhere to the party's leadership, give play to the important role of party branches and party members of teachers in private higher vocational colleges in the construction of teachers' morality and style, and strengthen the ideological awareness of the party members of teachers, so that the party members of teachers can play an exemplary and leading role in the group of teachers. For teachers with outstanding teachers' morality and style, they should be set up as models and give them commendations and rewards. Various media means should be used to increase the publicity of model and advanced deeds, so as to encourage the majority of private vocational teachers to abide by the standards of teachers' ethics and establish a good image of teachers. Secondly, generally being younger, private higher vocational teachers have less related experience in teaching research and the construction of teacher ethics. To change the situation, new and old teachers should be allowed to form mutual aid groups, which can serve as a method that backbone teachers "pass, help, and lead" the young teachers. In addition, in the daily school management, private vocational colleges should listen more to teachers' opinions and suggestions, improve teachers' participation, reflect on the problems reported by teachers in time, and provide teachers with a satisfactory working environment.

Finally, more attentions need to be payed to teachers' mental health, promptly relieving teachers' psychological pressure and negative emotions, which help them form a positive and optimistic attitude; What's more important, helping teachers solve practical difficulties in life plays a vital role in making the private higher vocational teachers devote themselves to education without worries about their life.

(3) Strengthening the supervision and management of the construction of teachers' morality and style

In order to implement and strengthen the construction of teachers' morality and style in private higher vocational colleges, a multi-integrated supervision system of teachers' morality and style should be established so that the government, society, and schools can give full play to their supervision role. The government, as the supervise and administer department, should supervise the implementation of the construction of teachers' morality and style in private higher vocational colleges in real time, increase intervention in private higher vocational colleges where the construction measures are not well implemented, and set up supervision teams to conduct special inspections in response to issues that the public has strongly reported[2]; In terms of society, the channels and methods for the public to participate in the supervision of teachers' morality and style should broaden, and all sectors of the society are encouraged to reflect the current problems of teachers' morality and style through various media means, and guide the society forces to participate extensively in the supervision of the construction of teacher ethics in private vocational colleges; in schools, private vocational colleges have set up supervision telephones and report mailboxes on campuses to allow leaders, teachers and students to participate in daily supervision work , so as to timely find and solve problems.

The management of the construction of teachers' morality and style in private vocational colleges includes the introduction of teachers, teacher training in ethics, and the

implementation of ultimate responsibilities. When recruiting teachers, private vocational colleges should take teachers' ideological and political qualities as the important indicator to avoid the stubborn diseases of only diplomas, titles, and papers in the recruitment process. Meanwhile, teacher ethic requirements and ideological construction should be incorporated into the employment contract. For those whose ethics and conduct are below the mark, private vocational colleges have the right to immediately terminate cooperation and the employment contract with them. In terms of training, teachers should be provided with various forms of pre-job training and on-the-job training, such as: participating in training seminars, going to the company for training, and going abroad for further training. The training content should include knowledge and skills, and teaching, as well as teachers' ethics and style, to effectively improve teachers' technical level and moral sentiment, and give full play to the significance and role of training.

In the management process of the construction of teachers' ethics and style, private higher vocational colleges should strengthen the responsibility implementation mechanism. If the teachers who have failed in their ethics and style, except their being punished, party organization leaders and administrative leaders of their colleges should be also held the relevant responsibilities for their oversight. The party and the government should work together to manage relevant responsibility, and implement the supervision and management of the teacher's morality and style [3].

(4) Establishing and improving the assessment and evaluation system of teachers' morality and style

The assessment and evaluation of teachers' morality and style is a reflection of the specific construction situation of the current private higher vocational colleges. First of all, a multi-subject evaluations system should be established according to the laws of education and teachers' growth and development, including: student evaluation, teacher self-evaluation, peer evaluation, school leadership evaluation, etc. For part-time teachers, an additional enterprise leader evaluation should also be added so that private higher vocational colleges have a more comprehensive understanding of teachers' moral cultivation. Secondly, the evaluation content should highlight the characteristics of vocational colleges and be specific, clearly stipulate teachers' responsibilities, tasks, and missions [4]. Besides, using a combination of qualitative and quantitative evaluations to assess teachers' ethics, knowledge, skills, and attitudes make evaluations more scientific, objective, and fair. In addition, the assessment and evaluation of teachers' morality and style should be run through the entire daily teaching, scientific research and social activities, which normalize the construction of teachers' morality and style, to have a more comprehensive, in-depth and thorough understanding of private higher vocational education.

The reward and punishment mechanism are set up according to the results of the assessment of teachers' morality and style which is regarded as the primary content of the comprehensive assessment of teachers.

To improve teachers' enthusiasm and enhance teachers' sense of responsibility in the construction of teachers' morality and style, private higher vocational colleges should implement rewards and punishments in the construction of teachers' morality and style, for examples, increasing rewards of teachers with outstanding ethics performance in terms of year-end bonuses, job allowances and salary, implementing the "one-vote veto system"[5] for those who fail to pass the assessment of teacher ethics, punishing those who have severely violated the teacher professional ethics in accordance with the law.

4. Conclusion

A century-old plan, education-oriented, education-oriented plan, teacher-oriented. Teachers are the engineers of the human soul, the inheritors of human civilization, who shoulder the sacred mission of realizing the great rejuvenation of the Chinese nation. Strengthening the construction of teachers' morality and style in private vocational colleges is an important, long-term and complex task. It requires the joint efforts of society, schools and teachers to improve and ensure the long-term mechanism and normalization of the construction of teachers' morality and style. The majority of private higher vocational teachers should insist on establishing themselves by virtue, learning by virtue, teaching by virtue, and educating morality by virtue, and strive to become good teachers with ideals and beliefs, moral sentiments, solid knowledge, and a benevolent heart [6].

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