

The Requirement of the Times, the Key Path and Development Proposition of the Construction of Chinese Teacher Morality and Ethics

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Abstract

Chinese path to modernization needs modern education and modern teachers. We must adhere to strengthening ideological guidance, promoting respect for teachers and valuing education, adhering to the construction of teacher morality and ethics, promoting the continuous development and improvement of teacher morality and ethics, continuously improving the overall quality of the teaching team, fully valuing and improving the political, social, and professional status of teachers, and realizing that the teaching team becomes an important force in achieving educational modernization.

Keywords

Construction of teacher morality and ethics; Traditional views on teacher ethics; Education for teachers; Chinese path to modernization.

1. Question raising and research significance

The construction of teacher morality and ethics has a profound theoretical origin, based on China's long-standing and profound tradition of teacher morality and ethics, and has new theoretical innovation and development. Over the past 70 years, with the rapid development of education in China, there has been rich theoretical accumulation and practical experience in the construction of teacher morality and ethics. China has established a sound education system, which plays an important foundational role in the rapid development and talent reserve of various fields in China. The construction of the teaching staff is the core of the education industry. With continuous development and growth, it has gradually become scientific, professional, and hierarchical, establishing the world's largest teaching staff and teacher education mechanism. China attaches great importance to the construction of teacher morality and ethics. The construction of the teacher team is the fundamental work of national education construction, and the construction of teacher morality and ethics is the core link of teacher team construction. Teacher morality and ethics directly affect the overall quality of the teaching team, and are the key to achieving educational missions and responsibilities.[1]

"We should give top priority to the construction of teachers' morality and style, guide teachers to inherit and carry forward the spirit of the older generation of educators' 'coming with one heart, not taking half a root of grass', and devote ourselves to education with a sincere heart, dedication, and benevolence." On the new journey, we should provide intellectual and human support for Chinese path to modernization, strengthen the construction of teachers' morality and style, and cultivate high-quality teachers, which will help accelerate the modernization of education It is of great significance to build a strong education country and provide education that satisfies the people.

2. Requirements of the Times: Guidelines for the Construction of Teacher morality and ethics in the New Era

In the new era, China considers the development of education and the construction of the teaching staff from the overall perspective of national development, taking the requirements of the country for education and the expectations of the people for education as the fundamental standards for the construction of the teaching staff, and integrating it into the construction of teacher morality and ethics. From the strategic height of realizing the Chinese Dream of the great rejuvenation of the Chinese nation, China considers and plans the construction of the teaching staff.

2.1. New requirements for the construction of teacher morality and ethics in the new era.

When Xi Jinping visited Beijing Normal University, he encouraged the teachers and students to be good teachers with ideals and beliefs, moral sentiments, solid knowledge and benevolence, and put forward new requirements for teachers' ethics and style in the new era from multiple perspectives such as ideology, ethics, ability and professional ethics. In the new era, Chinese education has played a more important role in China's development. It is not only the foundation for the development of various undertakings in China, but also the driving force for achieving higher goals. Whatever kind of education is needed, what kind of teachers are needed. Therefore, what kind of teacher morality and ethics are needed in the new era is an important issue in the development of education.[2] In contemporary China, it is clear that the fundamental issue of "who cultivates people, what kind of people to cultivate, and how to cultivate people" is the core point of educational development, and it is clear that the construction of the teacher team is the primary issue in other educational work.

2.2. The sense of identification and acquisition among the teaching staff in the new era

China is a country with a long educational tradition, and respecting teachers and valuing morality is an important component of Chinese traditional beliefs. Whether in ancient times or today, teaching is a profession with a sense of social identity. In the new era, the proposal of "making teachers an enviable profession" is a new standard and goal for this sense of social identity.

2.2.1. It is necessary to increase the income of the teaching staff and ensure that they have income that is consistent with their social identity, professional labor.

For example, it is clear that the income of primary and secondary school teachers is not lower than that of local civil servants, and higher education institutions are encouraged to increase the income of the teaching staff, especially young teachers and research workers with high academic qualifications, through various income reforms. This not only helps to stabilize the teaching team, enabling them to do a good job as teachers without other worries, have sufficient time in teaching, scientific research, serving society, and other aspects, but also helps to attract more outstanding personnel to enter the teaching team, and helps to improve the quality of the teaching team.

2.2.2. Establish a more reasonable, standardized, and fair teacher promotion mechanism.

Due to various reasons, the lack of competitiveness, fairness, and motivation in the current talent development is very prominent. This is a key issue that restricts the development of the talent team and also the most concentrated contradiction. We need to change the evaluation criteria that were solely based on quantitative standards in the past. While giving researchers sufficient research space, we should pay more attention to the innovative ability, quality, and

outstanding contributions of teachers, especially young teachers, and pay attention to the scientific research potential of young teachers. At the same time, it is necessary to improve the reward system for scientific research, fully mobilize the enthusiasm and innovation of scientific researchers, so that they can receive reasonable and legal returns, and reduce the burden of non scientific research, teaching, and other work.[3]

2.3. The first standard for accurately positioning and evaluating teachers: teacher morality and ethics

Currently, China's requirements for the quality of the teaching staff are constantly improving, and the first standard is teacher morality and ethics. As a country that highly emphasizes morality and ethics, China inherits traditional moral concepts and also has an important impact on clarifying teachers as leaders of students' thoughts and values. The institutional construction of teacher morality and ethics requires not only strengthening supervision in daily management work, but also establishing a complete, reasonable, and operable system. [4]In recent years, the construction of teacher morality and ethics has further developed towards standardization, institutionalization, and legalization. The entire education system continuously formulates and improves systems for the construction, supervision, and management of teacher morality and ethics based on the requirements of different education stages and types. In particular, a strict disciplinary and responsibility system has been established, which not only clarifies the behavior of teachers who violate teacher morality and ethics, but also puts forward clear requirements for management departments and plays a positive role in promoting it.

3. The Key Path to the Construction of Chinese Teacher morality and ethics in the New Era

3.1. Accurately grasping the importance of teacher morality and ethics in the overall direction of China's education development.

The world today is undergoing significant structural changes, with the international environment constantly adjusting. The existing contradictions and issues have not been effectively resolved, and hegemonism, national conflicts, and economic disputes still have a profound impact on the international situation. And new international issues are constantly impacting the already fragile international political balance. China's rapid development has injected a continuous stream of vitality into the world's development, bringing new opportunities to more countries and people. However, some countries do not consider China as a friendly partner, and they try to squeeze China's living space through various means, increasing the infiltration and destruction of China's ideology. [5]

At the same time, China's development is also facing various challenges and opportunities of domestic transformation. China is determined to strive for sustained national development, continuously deepen reforms, and provide development momentum. This determines the need to cultivate high-quality talents through high-quality education, and to have an excellent teaching team to promote the stable development of Chinese education. The development of education in China has a common proposition of synchronous development with world education, which requires breakthroughs in various fields of science, as well as the inheritance and development of our own culture through humanities. Chinese education has unique demands and development paths that are different from other educational powers. This is determined by China's development experience and also in line with China's basic national conditions. Therefore, in the construction of teacher morality and ethics in China's education industry, it is necessary to fully absorb China's excellent traditional educational ideas, draw on

the experience of world education powers, and achieve a holistic thinking on the path of education development with Chinese characteristics.

3.2. Prioritize the construction of teacher morality and ethics as a fundamental work for educational development

The key goal of current education on teacher morality and ethics in China is defined as cultivating morality and cultivating talents, with moral education for college students as an important content and cultivating college students with complete moral values as the ultimate goal. Teachers are the main target for achieving this goal. While continuously improving the system of teacher morality and ethics, how to ensure that these systems can exert practical effectiveness, achieve high-level educational development, and provide guarantees for students' growth is a prominent issue from theory to practice, and from system to action.

3.2.1. Education entities should clarify and establish a responsibility system for the construction of teacher morality and ethics.

Clarifying the supervisory responsibility of the education regulatory department and the policy implementation responsibility of schools at all levels is a guiding work for the construction of teacher ethics and professional ethics. Further standardize and clarify the requirements for teacher morality and ethics in the teaching team, and combine the work of different teachers to start with various tasks such as student training, scientific research, and social services, to clarify the responsibilities of teachers with different roles.

3.2.2. Incorporate teacher morality and ethics education into the entire process of teacher education.

Starting from new teachers engaging in the teaching profession, we will strengthen the education of professional ethics and conduct, and incorporate it into various stages and links of the teacher's entire career cycle. We will emphasize the fundamental position of professional ethics and conduct education in enhancing the professional abilities of other teachers, and promote the education of other abilities through professional ethics and conduct education. We need to change the simple and one-way educational model of knowledge infusion in the past, innovate the educational environment, methods, and paths, and enable teachers to better consciously accept education.

4. Chinese path to modernization: the development proposition of teacher ethics construction

By 2022, the average length of schooling of China's working population has exceeded 10 years, more than 50% of the newly added workforce has received higher education, and the average length of schooling of the newly added workforce is 14 years. The labor population with large scale, reasonable structure and high quality is an important support to maintain China's high-quality development, and is the basic force to achieve Chinese path to modernization. The modernization of labor force relies on the modernization of education, which requires the modernization and high quality of the teaching staff.

Building an educational powerhouse is a strategic foundation for achieving sustainable national development, a supporting force for scientific and technological development, an inevitable path for inheriting traditional culture and achieving cultural confidence, and a favorable guarantee for the development of various national undertakings. The key to building an educational powerhouse lies in the construction of the teaching staff, with the core being the construction of teacher ethics and professional ethics. Promoting students' learning level is a systematic project.[6]

Taking high-quality development as the lifeline and promoting the establishment of a high-quality education system plays a fundamental supporting role in achieving high-quality

education development, and is an important component of promoting the construction of an educational powerhouse. The modernization of teachers is an important part of Chinese path to modernization. To promote Chinese path to modernization, it is urgent to build a high-quality team of teachers with high ethics and correct teaching style.

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