Reflections on Strengthening the Construction of Teacher Ethics and Conduct in Universities in the New Era

Ying Guo

Inner Mongolia University for the Nationalities, school of management, Tongliao 028000, China.

Abstract: Since the new era, the country has attached great importance to the construction of teacher ethics and professional conduct in universities. Starting from the major plan of adhering to and developing socialism with Chinese characteristics and realizing the great rejuvenation of the Chinese nation, General Secretary has elaborated on the requirements for the construction of teacher ethics and professional conduct. The report of the 19th National Congress of the Communist Party of China has also clearly proposed the idea of "strengthening the construction of teacher ethics and professional conduct, cultivating a high-quality teaching team, and advocating for the whole society to respect teachers and value education", Although significant achievements have been made in the construction of teacher ethics and professional conduct in China, there are still some problems that need to be solved in the construction of teacher ethics and professional conduct in universities. Therefore, this article focuses on analyzing the current situation of teacher ethics and professional conduct construction in universities and proposes targeted policy recommendations to promote the construction of teacher ethics and professional conduct in universities and help realize the Chinese Dream of the great rejuvenation of the Chinese nation.

Keywords: New Era; Universities; Teacher's Ethics and Style

Introduction

The construction of teacher ethics and professional conduct is an unchanging theme in the construction of the teaching staff, which also affects whether schools can cultivate high-quality talents who adapt to the changes of the times and actively invest in socialist construction. Currently, the world is in a major change that has not been seen in a century, and China's development is facing more challenges. As a place for cultivating high-quality talents, the construction of teacher ethics and professional conduct is particularly important. Only university teachers have good professional ethics and professional qualities, Only by cultivating excellent talents with correct values and values can we cultivate new generations who can fulfill the mission of the times. However, there are still some problems in the construction of teacher ethics and style in universities. Therefore, this article analyzes the problems in the construction of teacher ethics and style in universities and proposes a series of targeted policy recommendations to promote the construction of teacher ethics and style in universities and enable them to meet the requirements of changing times, Cultivate new people who can shoulder the mission of the times.

1. The current situation of the construction of teacher ethics and style in universities in the new era

The overall teacher ethics and style in Chinese universities are good and have been recognized by the people and the government. However, there are still some problems in the construction of teacher ethics and style in universities, which are mainly reflected in three aspects: incidents of teacher misconduct still occur in universities, unscientific assessment mechanisms for university teachers, and the need to improve the education mechanism for teacher ethics and style in universities.

1.1 There are still incidents of moral misconduct among university teachers

Although the overall appearance of university teachers in China is good, there are also incidents of teacher misconduct, which are mainly reflected in three main aspects: firstly, the lack of awareness of education, some university teachers in the process of teaching and educating people are rigid and rigid, only focusing on completing teaching tasks, not teaching according to their aptitude, having less communication with students, and not knowing the students' level of learning acceptance, resulting in teaching not achieving the goal of teaching and educating people; Secondly, with a strong sense of utilitarianism, some university teachers have a restless academic research atmosphere, and incidents of academic fraud and plagiarism still occur; Thirdly, some teachers have poor professional ethics, such as accepting bribes, insulting students, and even having improper relationships with students. These incidents have seriously affected the image of university teachers and are not conducive to the construction of their professional ethics and conduct.

1.2 The assessment mechanism for university teachers is not scientific

At present, the assessment mechanism for university teachers in China mainly focuses on assessing their teaching and research, and shows a tendency of "emphasizing scientific research and neglecting teaching". The assessment of teaching mainly focuses on examining the workload of teaching, while neglecting the assessment of teaching quality. The assessment of scientific research mainly includes assessing the number of papers published by teachers, journal publications, hosting of scientific research projects, and the use of scientific research funds, It is precisely because universities prioritize scientific research over teaching in their assessment mechanisms for teachers, and only focus on quantity over quality in their assessment of teaching that some university teachers perfunctory in their teaching work. In addition, it is precisely because the assessment mechanism is not sound that the current academic research atmosphere in universities is restless and unable to achieve innovation, This is also an important reason why innovative technologies in China are mostly expanded from enterprises rather than universities. As universities undertaking scientific research tasks, they should deeply reflect on this.

2. The implementation path for the construction of teacher ethics and style in universities in the new era

2.1 Social level

In order to shape a better style and ethics of university teachers, society should start from two aspects: first, to fully play the role of social supervision, and second, to create a good social atmosphere.

From the perspective of social supervision, it is necessary to make reasonable use of modern network technology to supervise the behavior and behavior of university teachers. For teachers' negative comments and behaviors, warnings should be given. If multiple times it is found that university teachers have negative comments and behaviors in public places, appropriate punishment and education can be carried out, with education as the main focus and punishment as the auxiliary. For individuals who cause serious adverse social reactions, punishment can be the main focus and education as the auxiliary. Society can establish online and offline supervision and reporting methods, and explore various supervision channels. Online reporting phones and email addresses can be set up to receive reports and feedback from the public through various forms such as online interviews and survey questionnaires. Offline, teacher ethics reporting email addresses can be set up. Timely investigate and handle the feedback information. If the reported problem is true after investigation, provide a disposal plan in a timely manner, and disclose the disposal results to the public, thereby forming a deterrent effect.

2.2 Design level of university system

In order to build a better professional ethics and style of university teachers, universities can mainly start from three aspects: first, strengthening the assessment of the introduction of university teachers, second, enriching the forms of education on professional ethics and style of university teachers, and third, reforming the evaluation mechanism of professional ethics and style of university teachers.

Firstly, universities should pay attention to the examination of teachers' professional ethics and conduct when introducing teachers. Strictly controlling the introduction of university teachers is conducive to solving the problem of improper professional ethics and conduct from the root. Therefore, universities should strengthen the examination of teachers' personal qualities when introducing

teachers, and establish the important position of professional ethics and conduct norms in the examination of teachers. At present, various universities adopt a "zero tolerance" attitude towards individuals who have been exposed to violate professional ethics standards. However, in general, universities still use personal abilities and research achievements as the main measurement criteria for evaluating teachers. Moreover, most of the evaluations of teachers' professional ethics in universities are superficial. In addition, professional ethics and conduct are ideological qualities that are difficult to quantify, This is also an important aspect that makes it difficult for universities to accurately assess teachers' professional ethics.

Secondly, universities should enrich the forms of education on the professional ethics and professional conduct of university teachers. Currently, China's education on the professional ethics and professional conduct of university teachers is too single and mainly based on mechanical indoctrination, resulting in low enthusiasm for teachers' participation. Therefore, universities should enhance the interest of learning and enrich the forms of teaching in the education process. Universities can appropriately adopt practical teaching in the education process, A combination of self-education and education from others can be adopted to allow teachers to exchange their experiences in teaching, strengthen their sense of participation, guide and encourage teachers to actively participate in the construction and training of teacher ethics and conduct, and unleash their subjective initiative.

Finally, reform and improve the mechanism for evaluating the professional ethics and conduct of university teachers. As the main recipients of university education, students can not only ensure their active and effective participation in the evaluation of teachers, but also establish online and offline communication channels between teachers and students. Online, students can provide timely suggestions and opinions to teachers during the teaching process, and teachers can use some representative suggestions; Offline, students can provide suggestions on course design to teachers through class committees such as study committee members during the mid-term or two to three weeks of school, forming a good communication channel between teachers and students to ensure the effectiveness of university teaching and indirectly promote the construction of teacher ethics and professional ethics for university teachers.

3. Conclusion

Since the new era, the country and the Party have attached great importance to the construction of professional ethics and conduct in universities. Currently, the world is in a major change that has not been seen in a century, and China's development is facing more challenges. As a place for cultivating high-quality talents, the construction of professional ethics and conduct in universities is particularly important. However, there are currently difficulties in the construction of professional ethics and conduct in universities, such as incomplete construction mechanisms, incomplete training systems, and a lack of self-awareness among teachers, Therefore, this article proposes a series of suggestions for building the ethics and style of teachers in universities from three aspects: society, institutional design of universities, and individual consciousness of teachers. The aim is to promote the construction of ethics and style of teachers in universities, thereby helping universities cultivate high-quality talents, and realizing the Chinese Dream of the great rejuvenation of the Chinese nation.

References

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