

Analysis of the Professional Ethics Construction of Young Teachers in Colleges and Universities in the New Era

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Abstract: As professional workers with the responsibility of teaching and educating, college teachers play a crucial role in the development of our society and the education of young people. Under the impact of the new era environment, due to the change of the times has led to a great change in the concept of education, value orientation, some young teachers have appeared to lose the professional ethical norms of behavior, not only to the students' physical and mental health caused by serious harm, but also to make the public to the professional image of college teachers have questioned. In view of the above problems, this paper puts forward some thoughts and suggestions on the construction of professional ethics of young teachers in colleges and universities in the context of the new era.

Keywords: New Era; Higher Education Institutions; Young Teachers; Teacher Moral Construction

Teachers' professional ethics is not only a basic quality that educators must have, but also a basic guarantee to ensure the quality of teaching, constrain teachers' behavior and establish teachers' professional image. With the continuous expansion of college staff, China's higher education in recent years has ushered in the rapid development of the cause of higher education, the podium of colleges and universities also appeared on the figure of many new era of young teachers, for China's educational cause has injected a constant stream of vitality^[1]. At the same time, due to the impact of the wave of the new era, some young teachers still have many deficiencies in the construction of teacher ethics, which seriously affects the social climate of colleges and universities. Therefore, colleges and universities must pay enough attention to the professional moral construction of young teachers.

In late 2018, the Ministry of Education issued the Ten Guidelines for the Professional Behavior of College Teachers in the New Era, in which teacher morality has become the primary criterion for the evaluation of teaching quality today. It can be seen that the state attaches great importance to the construction of teachers' professional ethics, and in the context of the new era, with the continuous expansion and deepening of the professional direction of college teachers, the importance of the construction of teachers' morality has become more and more important^[2].

1. The main problems of the current professional ethics of young teachers in colleges and universities

1.1 The social environment leads to the weakening of teachers' sense of professional ethics

With the implementation of China's reform and opening-up policy, the quality of life of the population has gradually improved, and minds have been liberated to a large extent. At the same time, college teachers have a lot of opportunities to participate in social activities, under the influence of multiple social environmental factors, especially the values of young teachers have been significantly affected, resulting in a variety of unprofessional and unethical behavior, and some teachers have even published reactionary statements, which seriously affect the ideological and political concepts of students in colleges and universities. In addition, some schools have been pursuing the expansion of school scale, but completely neglected the cultivation of young teachers' professionalism and the construction of professional ethics, letting go of the various misbehaviors of their teachers, and treating the construction of professional ethics as an irrelevant matter.

1.2 The pursuit of utilitarianism leads to the alienation of the educational goals of college teachers

Under the continuous development of China's society and economy, the young teachers in colleges and universities, facing the temptation of money and all kinds of interests, have gradually appeared the phenomenon of utilitarianism prevailing. Some college teachers gradually lose themselves under the temptation of the red wine and green life, pursuing interests and enjoyment, completely ignoring the basic

professional moral cultivation^[3]. When self-interest and students' interests are in conflict, they will fall into the dilemma of choosing professional ethics and self-interest, and in the long run, the utilitarianism of college teachers may become a serious social problem. For example, some teachers in order to promote the title and academic reputation and advocate the idea of "scientific research first", the weekdays focus on scientific research and light teaching, the class ignored the quality of teaching, the class commanded the students to work for them, the students almost can not learn useful professional knowledge, to become the promotion of the road of the "tool man! The students hardly learn any useful professional knowledge and become "tools" on their way to promotion.

1.3 Insufficient theoretical understanding leads to ambiguous ideological orientation

Self-knowledge is not in place, and theoretical training is lacking. Certain young teachers have a serious lack of understanding of the connotation and ideology of professional ethics, and hold a contemptuous attitude towards the cultivation of professional ethics in teacher ethics education activities; some other young teachers are indifferent to political theory learning, and only pay attention to the learning of business-related work while neglecting the improvement of their own moral cultivation.

Teaching is the most honorable profession, but because teaching is a long cycle of work, the efforts of teachers' work can not be seen immediately, coupled with the fact that the income of some college teachers is not high and unstable, resulting in many young teachers in this long-term repetitive work gradually feel tired or numb^[4]. Just like the staff on the assembly line, they treat themselves as the porters of the knowledge in the books, filling in the students, and the students can not learn the useful professional knowledge. In this case it is necessary for them to strengthen their own professional ethics, improve their ideological awareness and firm ideal beliefs, in order to make themselves shine in the cause of education and contribute to the cultivation of national talents.

2. Means to strengthen the professional ethics of young teachers in colleges and universities in the new era

2.1 Recognize the importance of teacher moral construction from the ideological point of view

Teachers in colleges and universities are different from teachers in junior high schools and high schools. In higher education, teachers in colleges and universities not only play the role of "social person", but also have the dual roles of "occupation" and "profession". In the context of higher education, teachers in colleges and universities play the role of "social person" and at the same time have the dual roles of "profession" and "professional". Teachers' professional ethics include people's thinking and knowledge about the basic relationships between teachers and society, teachers and schools, and teachers and students, as well as the rules and regulations on teachers' thoughts, qualities and behaviors that are formed on the basis of these relationships. In addition to the general moral rules for their role as "social beings", college teachers need to have basic "professional ethics" and "professional ethics".

College teachers as a "professional" identity, the role played by the role determines the moral construction should be the logical starting point, its responsibilities and roles belong to the interdependent relationship, only a clear identity positioning of college teachers, in order to define the corresponding responsibility of college teachers, and then determine the specific content of the construction of professional ethics of college teachers and the actual connotation.^[4] The teacher's professional ethics construction is the specific content and practical connotation.

2.2 Strengthen organizational leadership and build a scientific system

Strengthen the organization and leadership, supervision of teacher moral construction. Teacher ethics construction can not be just a simple slogan, since there are teacher ethics construction goals and tasks, there must be a "leader" and "regulator"^[5]. Therefore, colleges and universities to establish teachers' professional ethics construction organization, need to be led by the school leadership, to develop the specific implementation of the relevant work, put forward specific programs to carry out the work, and its planning in the overall planning of the school's management, in particular, the professional ethics of young teachers as the focus of the work of the college. At the same time, the organizer of professional ethics must include the school leadership team, clear the responsibility of the leadership team in each school in the

construction of professional ethics, on the one hand, to play an exemplary role, on the other hand, can play a supervisory role on other teachers, only in this way can we achieve the goal of comprehensive construction of teacher morality and ethics.

2.3 Strengthening the concept of teacher ethics and practicing the norms of teacher ethics

Strengthening the concept of teacher ethics and grasping education and training. For young teachers, the way of implementing pre-service theoretical training can emphasize the learning about the cultivation of professional ethics of teachers in higher education institutions, higher education regulations and other contents, to strengthen the young teachers' understanding and thinking about the norms of teacher ethics, and to lay down a certain theoretical foundation for the future teaching practice and application; in addition, the school should have a plan and a goal to carry out post training for the young teachers, so that the individual young teachers can make the actual Teaching work, feel the work as a teacher is not easy as well as the honor of the teaching profession, so as to make them spontaneously comply with the norms of teacher ethics, strengthen the understanding of the construction of teacher ethics, so as to strengthen the self-control and binding force.

2.4 Refinement of teacher ethics requirements and establishment of reward and punishment mechanisms

Teacher moral construction can not just a concept, teacher moral construction process needs to be visible, tangible behavioral regulations, and blindly promote some kind of noble character, empty shouting the slogan of teacher moral construction is meaningless. At present, most colleges and universities have developed relevant norms for the construction of teacher ethics requirements, but there is an obvious problem, that is, how to implement, how to integrate into daily life and work. In this regard, these vague slogans, fuzzy requirements can be transformed into enforceable detailed regulations on the behavioral norms of college teachers, classroom discipline, scientific research, etc. put forward detailed specification requirements, requiring young teachers to regulate their own words and deeds in their daily work and life, and not in line with the norms of teacher ethics of teachers severely criticized and educated, so as to prevent similar phenomena from occurring at the source. In addition, in the teacher training, promotion, reward, etc., can also be added to the theme of teacher moral construction, so that teachers with moral conduct on weekdays to be fully affirmed and encouraged to selfless efforts, so that young teachers in the work of more energy and motivation, more consciously practicing the norms of teacher ethics.

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Author's introduction:

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