

Research on the Problems, Advantages and Educational Strategies of Moral Education for Young Teachers in Chinese Colleges

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Abstract—Teachers’ morality is the most important character of teachers and the fundamental guarantee for the quality of talent cultivation. This paper clarifies the three connotations of the moral education of young teachers in colleges, to understand the current situation of moral education for Chinese young teachers, analyzes the achievements and practical problems on the moral education of young teachers in colleges, to find more targeted, effective, maneuverable strategies and suggestions. The purpose is to improve the moral level of young teachers in colleges.

Keywords—*Chinese colleges, young teachers, moral education, educational strategies*

I. INTRODUCTION

Young teachers have the closest contact with students, so that the status and level of teachers’ ethics will directly affect the cultivation of students’ world outlook, outlook on life, and values. It is deeply related to the future of the country and the nation. Since 2005, The Ministry of Education of China has successively issued the “Opinions on Further Strengthening and Improving the Construction of Teachers’ Ethics”, “Several Opinions on Strengthening and Improving the Ideological and Political Work of Young Teachers in Colleges”, “Standards on the Career Paths of Teachers in Colleges”, and other policies, in order to continuously strengthen the construction of young teachers’ morality in colleges and universities. Accordingly, each colleges and universities undertook active exploration, scholars have also conducted extensive research, and some achievements have been made. However, the teacher’s moral education of young teachers in colleges is not compatible with the rapid development of current higher education, and there is a certain degree of lag. Its theoretical research is still difficult to provide effective guidance and theoretical support for the actual needs of higher education. Therefore, how to strengthen and optimize the moral education for young teachers in colleges to be a long-term systematic project of improving the educational level and ensuring the sustainable development of higher education.

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II. THE THREE CONNOTATIONS OF THE MORAL EDUCATION OF YOUNG TEACHERS IN COLLEGES

From the perspective of institutional construction, the moral education of young teachers is an important part of the management of colleges. Strengthening the moral education of young teachers is related to the formulation and implementation of various rules and regulations in colleges.

The moral education of young teachers is the professional requirement of teacher ethics, from the perspective of virtue and ethics. The professional characteristics of teachers determine that teachers must be moral people. As the main body to promote the development of education - teachers, shoulder the glorious and sacred historical mission. College teachers must insist that educators are educated first and strive to become the disseminators of advanced ideology and culture. The main responsibility of young teachers in colleges is to help students form good moral qualities and guide them become the excellent talents that the society needed.

In terms of ethics, the moral education of young teachers is the fundamental guarantee of teaching. “Teaching well is the teacher’s own job, and cultivating a good person is supported by a solid responsibility of teacher’s morality ” [1]. With the reform and development of education and the comprehensive advancement of quality education, the new situation and new tasks have put forward new requirements for teachers’ ideological and political quality and professional ethics. Young teachers in colleges must have excellent ideological and political quality and noble moral sentiment.

III. THE GENERAL PRINCIPLE OF CARRYING OUT MORAL EDUCATION FOR YOUNG TEACHERS IN COLLEGES

Firstly, adhering to the principle of the times and the advanced nature. The research on the moral education of young teachers in colleges should be theoretically guided by the party and the state’s thoughts on the construction of moral education in colleges. To discover and solve new problems timely and keep up with the pace of the times, listen to the voice of the times, and answer questions from the times, make the moral education of young teachers in

colleges and always full of energy. We must use an open vision and a development perspective to objectively and comprehensively analyze the status quo of teachers' morality, grasp the main problems, update concepts according to changes in the internal and external environment of teachers' moral education, and adjust strategies according to the development of young teachers.

Secondly, persisting in the principle of scientific and empirical. Comprehensive use of quantitative and qualitative analysis methods to obtain first-hand data on the actual situation of young teachers' moral education in colleges across the country, and to accurately know the actual status. This paper introduces the empirical method to analyze the present situation of moral education of young teachers in colleges, aim to ensure the scientific nature of the research.

Thirdly, insisting on the Marxist viewpoint of practice. Practice is the only criterion for testing truth. We are supposed to be guided by the Marxist view of practice, deepen the understanding in practice, at the same time, find and solve problems in practice. Attaining to overall grasp of the moral education of young teachers in colleges. Great efforts should be made to promote the innovation of the concept, method and system of young teachers' moral education in colleges and universities.

IV. ACHIEVEMENTS AND PRACTICAL PROBLEMS OF MORAL EDUCATION FOR YOUNG TEACHERS IN COLLEGES

Teacher's morality is the sum of the code of conduct and ethics that teachers must follow in their teaching activities [2]. Chinese colleges and universities insist on teacher moral education as an important part of the construction of teachers. Meanwhile, they vigorously promote the standardization of ethics education for young teachers, some achievements have been made. Generally speaking, the status of teachers' morality and the social image of young teachers in colleges are pretty good. They consciously practice the excellent morality and have been affirmed by all parties in the society. But there's no denying that young teachers are sensitive and easily influenced. There are some real problems need to solve urgently.

A. *The achievements of moral education for young teachers in colleges*

It is noteworthy that with the study of the law of higher education, Chinese colleges are gradually formed new development model of "connotative development", which takes the improvement of quality as the primary objective and focus on quality of operating a college. For a long time, China has attached great importance to the moral education of teachers in colleges. In particular, the Ministry of Education has issued a series of policy documents in recent years, emphasizing its importance. The current research shows that the overall quality and morality of young teachers in colleges are pretty good, They love students, care for others, have a strong sense of professionalism and responsibility as well as strictly constraint themselves, most

of the teachers in colleges and universities have devoted themselves to their works and made their due contributions to the development of higher education in China. Many successful experiences have been gained in the moral education of young teachers in Chinese colleges. For instance, In terms of supervision and assessment, the supervision system of teacher ethics, which involves colleges, teachers, students, parents and the media, has been improved; on the methods and means, which pays attention to the construction of explicit and implicit linkage education mechanism; In terms of the operation of educational organizations, it focus on the synergy mechanism.

B. *The realistic problem of teacher's moral education for young teachers in colleges*

In recent years, with the rapid growth of the scale of colleges, young teachers are introduced in large numbers. The proportion of teachers in colleges has been greatly increased. Hence, the issues of teachers' moral education are highlighted and mainly divided into the following four categories:

First of all, the issues of teachers' moral cognition. A number of young teachers do not distinctly understand college rules and regulations, so that their model consciousness is really weak. The particularity of the teacher's occupation determines that the teacher's personality has a non-negligible role in the whole education. The survey shows that there are 7.06% of teachers do not understand "Professional Ethics of Teachers in Colleges and Universities", moreover, nearly 2.4% of the teachers paid little or no attention to the construction of teacher ethics [3]. In addition, only 16 % confidently said that they were very familiar with college rules and regulations [4]. Then, for the phrase "teachers should be the model for the whole society", "completely agree" accounted for 13.1%, and "compared with favor" accounted for 22.0% [5].

Secondly, the problems of teachers' moral belief. A part of young teachers lack the sense of professional sacredness. They regard the teaching profession as a means of livelihood and lack of professional dedication. The teacher is a lofty occupation, this profession requires teachers to have positive service and enthusiasm for their work. But some young teachers have shaken their ideals and beliefs and lack basic professionalism for their work. The investigation indicates that only 41.5% of young teachers are satisfied with their material life, nevertheless, there are 75.6% of young teachers felt quite stress or greatly high pressure [6].

In addition, the issues of teachers' moral habits. Some young teachers relax themselves and do not pay attention to the image of teachers when there is no supervision. The college teachers are not have sufficiently strong leading consciousness. Honesty, trustworthiness, and advocating science are the basic requirements of the teaching profession. However, some young teachers do not pay attention to personal image and influence, their behavior uncivilized and have a serious adverse impact among

students, even the incompleteness of academic integrity. A questionnaire survey illustrates that 27.1% of young teachers can not entirely “education”, only 53.4% of the students were satisfied or relatively satisfied with the status of teacher ethics [7].

In the last, the problems of teachers’ moral will. Some of young teachers are tempted by material interests and Utilitarianism prevails, consequently, the awareness of teaching and educating students is weak. Teacher profession requires teachers to have the spirit of selfless dedication, like a candle. But a number of young teachers overemphasize the self-worth, consider more personal fame and fortune, not committed to the profession, keen on a second job, and examine the teaching profession with pragmatic values [8]. Some researcher found that 32% of young teachers have off-campus income, the astonishing truth is that of which 3% of people earning more than in the colleges [9]. The survey also found that a small number of teachers are keen on part-time jobs outside college and take part-time jobs as their main work. As a result, they lack the exploration and research on educational content and teaching effects, merely repeat the content of the book and not in-depth study.

V. THE SUGGESTIONS OF TEACHER’S MORAL EDUCATION FOR YOUNG TEACHERS IN COLLEGES

Young teachers, as a crucial part of the college teachers, are the major force of the development of higher education career, which active in a line for teaching, research and student work. Young teachers’ ideological and political qualities and moral sentiments profoundly affect the development of young students’ qualities. They play an essential exemplary role in the growth of college students. However, with the continuous development of China’s market economy and the accelerating process of globalization, the environment about living, learning and working of young teachers in colleges have changed to a certain extent. So that the ideological status of some young teachers in colleges has been impacted, even appeared the phenomenon of teachers’ moral misconduct. Strengthening the construction of young teachers’ morality in colleges under the new situation, it is the objective demand of the cultivation of talents in colleges as well as the inevitable requirement of social development. Therefore, we urgently need to find effective ways to improve the effectiveness of moral education for young teachers in colleges.

The first suggestion is improving the level of teachers’ moral cognition. It is necessary to organize young teachers to seriously study education laws and regulations, such as “Teacher Law” and “Education Law”. By means of carrying out a variety of young teachers’ moral education activities, to enhance the young teachers’ awareness of the importance and significance of ethics education, make young teachers have a better understanding of national conditions and public opinion, and consciously strengthen their moral cultivation. For instance, hosting a forum about young teachers’ morality, inviting model teachers, who doing a

good job in ethics and teaching, to make brilliant speech, to carry out the new and old teachers’ experience sharing sessions, participate in social practice and volunteer service, etc. Through career guidance to clarify the relationship between personal development and college development, achieve a win-win situation for individual development with school career, and drive young teachers to understand teachers’ professional ethics as well as new requirements from a deeper level.

Then, we should effectively strengthen the education of young teachers’ ideals and beliefs. A qualified teacher should first be a morally qualified person. It is significant for young teachers to accept systematic professional ethics education. The purpose is to boost young teachers’ cognition of the profession, to determine their professional ideals and inspire young teachers dedicated to education of responsibility and mission. It is an urgent matter to attach importance to the cultivation of teachers’ ethics, strengthen the training and constantly improve the level of teachers’ morality. Young teachers must constantly strengthen their learning, discover and realize self-worth in teaching. It is necessary to vigorously commend advanced figures, set role models and give full play to the role of “role models” in the moral education of teachers, promote their noble character and silent dedication, by those ways to educate, influence and standardize the professional ethics of young teachers, encourage and motivate the entire young teachers.

Furthermore, paying attention to teacher’s morality assessment and completing teacher admission system as vitally essential. Colleges and universities should not only focus on academic qualifications and research achievements when recruiting teachers, on the contrary, must be comprehensively investigated young teachers’ political quality, ideological character and academic integrity. In order to ensure the bright and stable development of teachers from the source. Besides, the mechanism for evaluating teachers’ ethics should be established and improved, and as far as possible to standardize and quantify it. The comprehensive weight evaluation of schools, teachers, students and teaching supervisors can be adopted, and the evaluation results can be taken as an important basis for teachers’ assessment, promotion and employment. Moreover, it is indispensable to implement the “one-vote veto system” to strengthen the assessment and supervision of young teachers [10]. The external norms of teacher ethics are gradually internalized into the moral requirements of young teachers through evaluation and supervision, making young teachers concerned about their words and deeds, forming good behavioral habits and professional ethics.

Finally, attaching great importance to solve the young teachers’ practical difficulties. In order to strengthen the moral education of young teachers in colleges, the work and life of young teachers should be really considered, and the reasonable interests of young teachers should pay close attention, such as salary, promotion and research funding. Simultaneously at the same time, the requirements of ethics education and the survival development of young teachers

as a whole to consider. And attempt to provide an opportunity to display young teachers' talents, so that they have no worries. The goal of Marxism on the all-round development of human beings is the result of a high degree of unity between human material interests and spiritual needs. Pay attention to people's material interests is the premise and foundation for solving people's ideological problems. Leaders of colleges and heads of various departments should go deep into young teachers, care about their work and life, and help them solve some practical problems within their ability. Through a set of measures to improve their material treatment, the effective use of incentive mechanism will help stimulate the enthusiasm of the majority of teachers, enhance their sense of pride and honor.

In sum, teachers' morality is the ethical norm of conduct that teachers and all educators must abide by in their educational activities. Teacher's moral education is a comprehensive work, not only to solve it at the institutional level, but more importantly, to position the foothold in the actual situation of the young teachers. Strengthening the moral education of young teachers requires the joint efforts of all parties in colleges. Colleges and universities should build more practice platforms for young teachers to improve themselves. Young teachers can improve their self-moral cultivation and promote the continuous development of college teachers' moral education by integrating their morality into daily work, study and life, and turning them into practical actions. It is especially significant to heighten the level of teachers' moral education in colleges in the practical sense, so as to reduce or even eliminate the phenomenon of teacher morality demonstration.

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