

Development Path of Standardization of Professional Ethics of Teachers in Police College

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Abstract—This paper studies the development path and system guarantee of teachers' professional ethics in police colleges by using the method of documentation. The study holds that the professional ethics of teachers in police colleges is the fundamental spiritual motive force for the group's conscious development, scientific development and sustainable development. The innovative practice of college posts, work system and education, teaching and scientific research is applied, and the contents and practice of college-based education, academic education, continuing education and specialized teacher ethics education are combined. In this way, it can effectively promote the professional ethics of teachers in police colleges to advance in the direction of the times, synchronization with the reform of police training, and innovation and development of education and teaching. In addition, it is necessary to incorporate standardization into the path, basis, method and standard of the development of teachers' professional ethics in police college.

Keywords—Police College Teacher; Professional Ethics Standardization; Police Education Reform; Ethics Norms

I. INTRODUCTION

Teachers' professional ethics is the summation of the behavioral norms and essential virtues that teachers follow when they engage in educational work. It is also the basic moral norms and behavioral norms that teachers must follow when adjusting the relationship between teachers and others, teachers and society, and the moral concepts, sentiments and qualities that they display on this basis. It is the special embodiment of general social morality in teachers' profession. Teachers' professional ethics is a moral norm and requirement that teachers must follow in their practical activities, such as moral choice, moral evaluation, moral education and moral behavior [1]. It reflects teachers' professional obligations and reflects teachers' moral responsibilities. Police colleges shoulder the educational task of training the people's police. In the process of education, there are stricter requirements and standards for the cultivation of students' discipline and values. In the process of teaching, teachers' words and deeds are particularly important [2]. The external manifestation of teachers' personal teaching comes from their own moral standards, ideals, beliefs and ideological height. Therefore, the higher requirement of students in public security colleges in police college is related to the higher requirement of police college teachers' morality level.

Police college teachers, whether as workers in the education and teaching system or as a professional group in police colleges, have great influence on education, teaching and social morality level in terms of their professional ethics level and the strength, space and direction of their sustainable development. Applying the existing system and mechanism of teacher education and training in police colleges, college education resources, college-based training methods and the construction scheme and experience of teachers' morality team can more effectively promote police college teachers to develop their professional ethics in post and subject teaching.

II. STANDARDIZATION OF PROFESSIONAL ETHICS OF POLICE COLLEGE TEACHERS

As one of the professional performances, police college teachers' professional ethics is their perseverance and innovation of professional ethics in their specific work and spare time.

A. Occupational Norms

Police college teachers, according to their job needs of education and teaching, embody their understanding of professional ethics through their own work practice and personal innovation. In terms of the actual work of teachers in police colleges, there are two types of posts. First, classroom teaching posts. Teachers in classroom teaching, through their dedication, professional and intensive work, not only carry out various professional knowledge education, technical skills education and ideological and moral education for students, but also set up the goal of learning and progress for students through the example of teachers themselves. For example, in the teaching of students with abnormal conditions, such as cordial care. Second, the post of education and research. Including teacher preparation, teaching and research activities, scientific research activities and other activities related to teaching, there are not only individual activities, but also teamwork activities such as teaching and research groups, subject groups and research groups. This is the basic work for them to do a good job in teaching, academic research and curriculum innovation, such as teachers guiding classroom teaching with their own research results.

B. Regular Norms

For police college teachers, there are two kinds of rules that can embody professional ethics: educational regulations and college discipline rules. It is one of the most basic professional ethics for police college teachers to abide by the laws, regulations and policies of various educational methods, as well as the relevant disciplines in colleges. They need to carry out activities within the scope of laws and regulations, whether they are personal behavior or educational and teaching behavior, so as to set a good example for students to abide by the law and discipline. The various rules of police technology and tactics are the special professional ethics of police college teachers. Only in the specific rules can they really test their teaching effect and fully understand their professional and technical skills. Through their respect and loyalty to the rules, teachers can fully reflect their respect for the profession and make themselves full of awe to carry out their work rigorously and conscientiously.

C. Innovative Norms

Under the background of the National Police Education reform, the key to the success of the reform is to carry out educational and teaching innovation. Combining the individual professional reality with the subject reality of education and teaching, carrying out various innovative activities is the main manifestation of teachers' professional innovation [3]. On the one hand, the innovation of classroom education and teaching, including the innovation of teaching technology, links, content optimization and classroom organization, is the most basic manifestation of teachers' professional ethics. At present, the main manifestation is the change of classroom teaching mode, with the creation of effective classroom as the basic carrier. For example, the teaching of a police training project or the integration of technical skills in other projects can inspire or activate students' interest in learning. On the other hand, there are other special innovations, including equipment innovation, rule innovation, technology and tactics research and development and site application innovation. These innovations can greatly reflect the dedication and professionalism of police college teachers, not only fully reflect their love for the profession and in-depth research, but also play their continuous improvement of service teaching ability.

III. DEVELOPMENT PATH OF STANDARDIZATION OF PROFESSIONAL ETHICS OF POLICE COLLEGE TEACHERS

The development of professional ethics standardization of police college teachers needs not only specialized and professional ethics education, but also their training, experience and perception in working practice.

A. College-based Education

Police colleges actively develop college teachers' moral education resources, let police college teachers in their own work practice, actively learn and use campus culture, college teachers and students' moral typical resources, carry out self-education, self-practice and self-improvement of teacher's moral education process. There are two effective ways to

operate college-based education: compiling college-based textbooks of campus culture and teaching application. It is one of the best ways to carry out professional ethics education based on college reality that police colleges use existing teachers' resources and their writing talent resources to compile campus culture textbooks with college characteristics and use appropriate forms to educate police college teachers.

According to the current reality, it is mainly free to distribute to police college teachers or as college library books, so that they can read freely according to their needs, so as to enrich and use the college-based monographs of positive energy typical deeds. There are many teachers and students in police colleges. Every year, various typical positive energy stories occur. At the same time, people with typical positive energy spirit are excavated. The college can publicize such stories by compiling special textbooks or monographs to promote the spirit of the characters [4]. In guiding them to carry out self-conscious individual comparison, looking for gaps and finding problems can play a practical role in Ideological and moral education, which will make police college teachers' thoughts touched, their souls sublimated and their political beliefs firmer.

B. Continuing Education

In the form of management, organization and assessment of continuing education, it is an important way to use the control of system and mechanism to force teachers to carry out lifelong learning so as to improve teachers' morality and personal professional quality. Combining with the current practice, the professional ethics education of police college teachers is one of the contents that must be carried out with the times. There are two ways to carry out it.

The first is the special teaching material education of teachers' morality. Every year or within each period of continuing education, the competent educational authorities will organize the compilation and application of contemporary textbooks on teachers' ethics, and carry out special educational activities for teachers. It can be either a special teacher's lecture or a free discussion between teachers. The purpose is to mobilize the initiative of continuing education learning teachers to participate in, relying on the relevant textbooks, more use of cases and viewpoints outside the textbooks to carry out practical educational activities.

The second is the penetration of educational and teaching technology textbooks. Continuing education, as an educational mode of professional training for teachers' professional education and teaching technology, is a lifelong education path based on professional and disciplinary reality. The reflection and practical summary of such textbooks on teachers' professional process, effects, methods, ideals and practices are not only the external manifestation of teachers' professional ethics, but also one of the positive results of their professional ethics.

C. Construction of Teacher Morality

The construction of teachers' morality in police colleges is not only an essential part of the construction of teachers' team, but also an important carrier to continuously improve the

cohesion, centripetal force and combat power of teachers. This is the best way to combine administration with self-education. Among them, the system, content, system and method of teacher morality construction have distinct administrative stipulation. The effect, practice and development of teacher morality construction are directly related to individual efforts and practice.

There are two modes of development. One is the construction of organizational teachers' morality. This kind of organization takes the college or department as the main unit form. colleges often formulate macro-moral construction plan, medium-term and long-term planning and annual or even semester work plan. The specific implementation of this organization is generally based on the Department where the teacher is located. For example, the weekly study or regular meeting of the faculty is a centralized and efficient way to build teachers' ethics [5]. The second is the construction of individual independent teachers' morality. This is a form of independent learning arranged by teachers according to the college or college system. Teachers compile college-based teachers' ethics textbooks to carry out learning and reading notes writing activities. Individuals consciously use the network, college library materials and other channels to carry out learning activities in accordance with the general requirements of the college. For example, using the above resources such as teachers' morality column, teachers' resources website and Ministry of Education website, we can constantly improve our ideological and moral realm in reading and thinking about more advanced figures and their deeds.

D. Diploma Education

As far as teachers in police colleges are concerned, carrying out education to improve their academic qualifications is one of the important paths for their professional development and educational and teaching technology innovation. From the perspective of the benefit of opening a book and the overall improvement of personal quality brought by the improvement of academic qualifications, academic qualifications education has a more systematic and continuously strengthened role in professional ethics education and promotion. There are currently two forms of academic qualifications education. Firstly, police college teachers' professional qualifications should be improved. Mainly refers to the education form of the promotion of master's and doctoral degrees.

Through the personal pursuit of the promotion of master's and doctoral degrees, they will make their professional ethics get comprehensive support and internal drive improvement from a more profound and professional point of view in their systematic learning. In this process, police college teachers will base themselves on their own education and teaching, make more in-depth thinking, especially reflective thinking, so that they can strengthen their personal moral construction from professional technical skills, so that they can have a stronger sense of responsibility, dedication and professional sensitivity, and integrate teacher's ethics with profession and profession. Secondly, improvement of education in other majors [6]. In order to broaden their professional foundation and knowledge horizon, police college teachers carry out cross-professional

academic degree learning or academic degree improvement learning. It enables them to understand their profession, teaching, students, professional development and future employment and career development in a more comprehensive, higher and forward-looking knowledge horizon, especially to carry out innovative activities in education, teaching and related scientific research in the light of personal reality.

IV. INSTITUTIONAL THOUGHTS ON THE STANDARDIZED DEVELOPMENT OF PROFESSIONAL ETHICS OF POLICE COLLEGE TEACHERS

As a systematic long-term soul project, the standardized development of police college teachers' professional ethics requires not only flexible and flexible changes made by colleges in combination with actual conditions, but also individualized learning activities carried out by colleges, departments and teachers themselves. Among them, to create a system environment and improve the system and mechanism is to protect the scientific development of professional ethics of police college teachers environment.

A. Application of Relevant Laws

To standardize and guide the professional ethics construction and daily education of police college teachers by law is the basis of ensuring the scientific promotion of police college teachers and their professional ethics. According to the reality of China's current legal system, it mainly refers to the application of three kinds of laws and regulations [7]. The first category is education law. It mainly includes the basic laws such as Education Law, Teachers Law, Higher Education Law and Vocational Education Law. They have more detailed regulations and guidance on the construction of teachers' professional ethics, reward and punishment measures and contents. The second category: education laws and regulations. It mainly refers to the further promulgation of rules with guiding effect under the guidance of the above-mentioned basic education law, such as the Degree Ordinance, the Teacher Qualification Ordinance, People's Police Law and the Interim Implementation Measures of Administrative Punishment for Education, etc. Through the application of these regulations or methods, we can promote the construction of professional ethics and daily education activities of police college teachers with strong operability. The third category: administrative regulations on teachers' professional ethics. These are mainly reflected in the special regulations on teachers' moral cultivation, including the special regulations on teachers' moral cultivation, and the temporary supplementary provisions based on various events in the new period, etc. to make flexible and flexible improvements to the relevant educational laws and regulations. Among them, local provinces, municipalities and colleges are the main provisions, which effectively transform the construction of teachers' ethics into practical management activities and construction activities.

In addition, the technical and tactical rules of various training items are also scientific, rigorous and operational specific provisions for the standardization of police college teachers' morality. These laws and regulations at different levels have not only formed strict requirements for the

professional ethics of PE teachers at different levels, but also formed a guidance network with a very comprehensive system.

B. College System Supplement

It is the most effective way and environment for PE teachers' professional ethics education to formulate and implement various teacher ethics systems in accordance with the actual situation of colleges or departments. At present, there are mainly three systems.

The first is professional ethics management system. Mainly refers to the regulation of police college teachers according to the college's special conditions, from the position, profession, teaching and research and teacher-student relationship, etc., to stipulate what police college teachers should do, should not do, and other systems, to promote the active learning and continuous promotion activities of police college teachers with authoritative administrative compulsion.

The second is the reward and punishment system. This is a guiding system, using positive suggestions of rewards and warning education methods of punishment, so that police college teachers can combine their own situation, to choose their own behavior and make forward-looking thinking of various results [8]. And according to the prediction of various results, in view of the problems or defects that they may expose, we should strengthen targeted learning from the level of personal professional ethics in order to improve and perfect ourselves. The third is learning and assessment system. It includes the study of business learning theory and typical professional ethics deeds. It objectively evaluates teachers' professional ethics in a comprehensive, scientific and practical way from the perspectives of students' evaluation, teachers' self-evaluation, teachers' mutual evaluation and management evaluation. Only in this way can we truly reflect the dynamic development of teachers' professional ethics and individual professional ethics.

V. CONCLUSION

The standardized development of police college teachers' professional ethics is a comprehensive result of the education law and its detailed laws and policies, the national education system and system, the specific college system and implementation plan, etc., through team efforts, personal efforts and growth. Therefore, the path of standardization is the basic way to abide by discipline and law, to brew and explode positive energy, which can be followed by rules and

regulations. It has not only the leading role models of predecessors' typical deeds, but also the continuous refinement and summary of systematic, normative and scientific professional theories. To create a more spiritual, affectionate and warm platform for the construction and development of PE teachers' professional ethics.

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