



# Exploration and Analysis on Long-Term Mechanism of Construction of Teachers' Ethics in Colleges and Universities

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**Abstract.** Education is an important cornerstone of national rejuvenation and social progress. Improving the long-term mechanism of construction of teachers' ethics (CTE) in colleges and universities is necessary for the construction of high-quality professional teachers and high-quality education system. To explore the long-term mechanism of construction of teacher' ethics in colleges and universities, it should adhere to systematic thinking and strategic perspective. In order to better play its dual role and function, this paper analyses the challenges and difficulties faced by the long-term mechanism of construction of teachers' ethics in colleges and universities, and puts forward to build a multi-link collaborative and effective long-term mechanism of construction of teachers' ethics, forming a multi angle and rich form of teachers' ethics training system, combining positive and negative incentives, establishing and improving the evaluation and reward penalty mechanism, advocating the spirit of inclusiveness and coexistence, and forming a multi collaborative supervision system. Here it provides a reference for the research on long-term mechanism of construction of teachers' ethics in colleges and universities.

**Keywords:** Construction of teachers' ethics · Long-term mechanism · Curriculum politics

## 1 Introduction

The construction of teachers' ethics is the foundation of the construction of teachers' team, the key point of carrying out the Party's educational policy in an all-round way, and the guarantee of running education to the satisfaction of the people. On November 20, 2017, the Ministry of Education approved the "Opinions on Comprehensively deepening the reform of the construction of teachers' ethics in the New Era", which mentioned: "Improve the long-term mechanism of construction of teachers' ethics, promote the normalization and long-term development of construction of teacher's ethics, innovate the education of teacher's ethics, improve the norms of teacher's ethics", "Establish and improve the six long-term mechanism of construction of teacher's ethics in colleges

and universities by combining education, publicity, assessment, supervision, incentive and punishment". The establishment of long-term mechanism of CTE in colleges and universities is a complex and systematic project. It is not only reflected in the mutual influence and interaction of the participants, objects and contents in long-term mechanism of CTE in colleges and universities, but also requires the coordinated operation and integrated development of teachers' cultivation mechanism, publicity mechanism, supervision mechanism, assessment mechanism, reward and punishment mechanism. This paper explores the long-term mechanism of college of CTE from the perspective of synergetic theory. Strengthening the education of teachers' ethics in colleges and universities and cultivating teachers' ethics with good cultivation are the basic prerequisites and key factors for colleges and universities to realize the basic task of building ethics and cultivating people [1].

## **2 The Connotation and Significance of CTE**

"Teachers' ethics" are teachers' social ethics, which should be generally observed by teachers to maintain the education industry and social welfare; "Teacher style" is the teacher demeanour, refers to the teacher fashion bearing, teachers' ethics and teacher style are a kind of teachers, moral character, accomplishment, education unified comprehensive expression. In the new era, there are new requirements for education. People's teachers usually have no glory. Every teacher should cherish this glory, cherish this profession, strictly demand himself and constantly improve himself. Teachers should be committed to teaching and educating people, have the determination to love education and stick to fame and fortune. The quality of university teachers is directly related to the ability and level of a university. Colleges and universities should not only regulate from the moral level, but also use the legal norms and rigor to improve and perfect its system construction, and truly implement the policy requirements of the party and the state on education.

## **3 The CTE in Colleges and Universities from the Perspective of Synergetic Theory**

### **3.1 The Necessity of Introducing Synergetic Theory into Long-Term Mechanism of CTE in Colleges and Universities**

Synergetic theory is a systematic scientific theory founded by HaKen, a famous German theoretical physicist. Synergetic theory is also called "synergetic" or "synergism", and its basic meanings are as follows: Firstly, there is collaborative cooperation between the sub-systems of the system. Secondly, competition is the basic concept of synergy, which is like biological evolution. Competition and cooperation coexist in the system operation simultaneously. Without competition, there is no coordination. Without coordination, competition is meaningless. Thirdly, there is cooperation among the parameters of the system [2].

The basic principles of synergetic theory include synergy effect, servo principle and self-organization principle. Firstly, it is beneficial to improve the self-cultivation

and comprehensive quality of college teachers. Under the guidance of synergetic theory, colleges and universities pay more attention to multi-sectoral, all-round, and multi-angle to strengthen the professional ability of teachers, ideological and political education and professional ethics education, the combination of business training and moral education, the combination of ideological work and solving practical problems, so that the overall quality of college teachers has been improved. Secondly, it is beneficial to improve the management level of colleges and universities. Under the guidance of synergetic theory, it is helpful for colleges and universities to build a unified and effective coordination mechanism to ensure that all departments in the university working in step and cooperating closely, which has important guiding significance in improving the management level of colleges and universities. Finally, it is beneficial to improve the overall educational quality of colleges and universities.

Under the guidance of synergetic theory, all the subjects in the CTE cooperate with each other, and all the influencing factors of CTE interact with each other, so that the research on the realization path of the long-term mechanism of CTE in colleges and universities can be justified and grounded. The optimization of the long-term mechanism of CTE requires the cooperation of all parts, all subjects, and the harmonious development of all subsystems, which is the premise and connotation of CTE, and finally achieves the effect of promoting the overall improvement of the quality of education in colleges and universities [2, 3].

### **3.2 On the Methods of Strengthening the Collaborative Innovation of College Teachers' Ideological and Political Work**

The ideological and political work system of university teachers has the characteristics of independence, integration, openness and dynamics, which are highly consistent with the collaborative innovation theory. The use of collaborative innovation theory to integrate and coordinate the various elements of the ideological and political work system of university teachers, and the establishment of a platform and mechanism for in-depth cooperation can strengthen the unified leadership of the party committee, improve the understanding of the participants, innovate the system, content, form and method of ideological and political work, strengthen the overall planning of work, build a working pattern of co-management, and promote the coordination of various organizations inside and outside the school to improve the effectiveness of teachers' ideological and political work [3].

The current problems and difficulties in collaborative innovation of teachers' ideological and political work are as follows:

The training of teachers involves many party and government departments in schools and colleges. It is urgent to establish a working mechanism that can realize multi-sectoral unity and cooperation, and it should work co-ordinately and efficiently. In the past two years, in order to effectively implement the spirit of the National Conference on Ideological and Political Work in Colleges and Universities and vigorously strengthen the overall planning of the work, colleges and universities have successively established leading institutions for teachers' ideological and political work, established specialized institutions mainly responsible for carrying out teachers' ideological and political work by the Ministry of Teachers' Work of the Party Committee, and increased the guidance

and management of teachers' ideological and political work in colleges and departments. The collaborative linkage mechanism makes the school stand at the height of the development of the country and universities, planning the growth of teachers, and helping teachers more comprehensively.

However, it can be found from the current research situation: the ideological and political work of college teachers is not balanced, some colleges and universities party committee teachers' work are in the initial stage of construction, many colleges and universities party committee teachers' work by the original party committee propaganda department or personnel department office, has not yet fully played the role of collaborative innovation of party committee teachers' work. Therefore, it is necessary to analyse the current situation of teachers' ideological and political work, identify existing problems, clarify work objectives, refine work responsibilities, and strengthen work security.

## **4 Working Mechanism and Basic Principles of Long-Term Mechanism of CTE**

### **4.1 Basic Principles**

According to the spirit of regulations and documents, with the focus on standardizing teachers' professional behaviours and the goal of improving the quality of teachers, the top-level main line design at the school level should be combined with the specific implementation of secondary teaching units. The first is to construct the CTE committee, which is composed of the party committee propaganda, organization department, educational administration department, personnel department, graduate student management department, student work department, discipline inspection and supervision department, and legal department, and the overall planning and coordination of the system framework of teachers' ethics and style. The second is to establish a working group for the CTE in secondary teaching units, which is responsible for the party and government of teaching units. The working group consists of department heads and professional department heads, which is conducive to implement the system requirements of teachers' ethics and style. In the process of system construction and operation, the following principles should be followed:

Adhering to the value guidance, taking the socialist core values as the basic follow of college teachers' moral cultivation, and promoting college teachers to take the lead in cultivating and practicing the socialist core values. Adhering to the teachers' ethics as the top, taking the moral education as the starting point and foothold, finding out the resonance point with the thought of university teachers, strengthening the pertinence and closeness of the construction of university teachers' ethics, and cultivating the noble moral sentiment of university teachers. Insisting on people-oriented, paying attention to the development demands and value aspirations of university teachers, implementing the dominant position of university teachers, and stimulating the sense of responsibility and mission of university teachers. Adhering to the improvement and innovation, constantly exploring the regular characteristics of the CTE in colleges and universities in the new era and being good at using the methods and methods enjoyed by college teachers to enhance the actual effect of the CTE in colleges and universities.

**Table 1.** Statistical table of problem information classification [Owner-drawing]

Classification	Use of telephone in class	doing things unrelated to the teaching course	not seriously correct the homework	often sitting in class	Inadequate lesson preparation	Total
Options have	8	6	25	19	9	67
Options have	44	24	24	38	34	164
Total proportion (%)	41.6	24	39.2	45.6	34.4	–

## 4.2 Case Study

The data of the questionnaire survey platform shows that students thinking that most teachers should pay attention to timely ideological education and positive guidance to students in their usual classroom teaching (93.6%, referring to the amount of information, the same below), care about and be able to treat students equally (71.2%), and their words and deeds are in line with the professional norms of teachers (84%). Teachers can follow the requirements put forward by the school leaders at the opening-style faculty meeting of the whole school. Before the first class, they emphasize to the whole class that they should abide by the school rules and regulations, attend and leave classes on time, do not use real-time communication tools in the classroom, and make a commitment to mutual supervision and common compliance to the students (90.4%). The data also shows that with the improvement of the teaching management and system construction of the college, the teaching behaviours of teachers are gradually standardized, the teaching order is more stable, the phenomenon of teachers' being late for class, leaving class in advance or leaving class without permission, random adjustment and suspension of class is suppressed, and the overall situation of teaching operation is well. In the past two years, the college has taken the evaluation and construction work of higher vocational colleges as the starting point, implemented the twenty-word policy of promoting construction by evaluation, promoting reform by evaluation, promoting management by evaluation, combining evaluation and construction, focusing on construction, standardized teaching behaviours, greatly improved the style of teachers, and continuously improved students' satisfaction with teaching and management. A total of 157 people were interviewed, and 125 questionnaires were valid, with an effective rate of 79.6%. As a scientific sample, it has certain statistical significance and analytical value. Specific data is shown in Table 1.

According to the analysis of the statistical results of other questions in the questionnaire, the students' satisfaction with the teaching of pure theoretical courses and part-time teachers outside the school is low (78% and 55% respectively). They think that the most important quality of teachers is academic level (78%), humanistic care (75%) and professionalism (74%). There are 34 students who put forward suggestions or messages, and the participation rate is 27.2%, expressing their high participation and enthusiasm and the hope that the college will develop better and faster.

### 4.3 Results and Discussions

The deeper reasons for the above problems are related to the insufficient number of college teachers, the unreasonable structure, the imperfect construction of teacher management system, the teachers' professional ethics education and the inadequate implementation of the system. As for the problem of teachers' sitting teaching mode in class, everyone has reason to believe that in addition to the subjective factors of teachers, it is also related to the objective conditions of teaching places such as computer rooms or trapezoidal classrooms and the lack of emphasis by management departments.

In view of the above feedback problems, effective measures can be taken to revise and improve. Targeted to carry out all kinds of CTE special activities, systematic design is conducive to improving teachers' teaching ability, teaching level and professional quality of the incentive mechanism. The superior department being responsible for the construction and management of teaching staff intends to improve the teacher management system and unify the deployment and implementation of relevant guiding documents on the construction of teachers' morality and style. Increase the proportion of high-level professional leaders and backbone teachers, targeted to strengthen the old, middle and young types of teacher training, attention to high-quality, high-level teachers' mentor' role. The evaluation of teachers' style is closely combined with personnel management, so as to effectively improve the validity of teaching quality monitoring results in correction and rectification and implement the constraint mechanism of college teaching accident identification.

## 5 Theoretical Method of Long-Term Mechanism of CTE in Colleges and Universities

To explore the mechanism of normalizing and long-term development of teachers' ethics in colleges and universities should adhere to the correct methodology. To realize the great rejuvenation of the Chinese nation, the foundation lies in education. It is the embodiment of systematic thinking and strategic perspective, and the organic unity of two-point theory and point theory. Firstly, under the guidance of system theory, the CTE in colleges and universities is not only a realistic requirement for the construction of a high-quality education system, but also relates to the cultivation and reserve of talents for the cause of socialist modernization. The aim of this paper is to optimize the structure of knowledge imparting, and finally to promote the comprehensive and free development of society and human beings. Secondly, strategic thinking puts forward higher requirements for the CTE and style in universities. Due to the large number of teachers in colleges and universities, with a wide age span and diverse specialties, a series of challenges have been put forward for the normalization and long-term CTE in colleges and universities. In the process of making overall plans and implementing them at every level, they should keep a strategic mind, look at the essence through the phenomenon, find solutions to solve problems, and eliminate the fear of difficulties. Thirdly, in the process of the CTE, adhere to the two-point theory and the key point theory, the key is to clarify the fundamental task of moral education. Improving the ideological and moral level of educators is the basic work in higher education. At the same time, they should pay attention to the

ideological and political work of teachers, not only the moral and moral work of young teachers, but also the moral and style of senior teachers. They should insist on guiding the CTE and ethics in colleges and universities from the perspective of wholeness, and make teachers form the correct view of history and education through the development of teacher education. To promote the normalization and long-term development of the CTE, they should further clarify the historical mission of college teachers in the overall situation of national rejuvenation, achieve the organic unity of personal value and social value, and make learning by virtue in the overall situation of national rejuvenation [4].

At present, many teachers are still unable to timely understand and master the new theories and new knowledge produced in the professional field, lack of professional application practice and experience, lack of practical teaching ability and organization of classroom teaching, lack of scientific design and flexibility. The teaching means are backward and monotonous, leading the teaching reform to lack of sustainable ability, etc. The factors that restrict the development of application-oriented teachers' teaching ability in private colleges and universities mainly include unscientific assessment and incentive system, lack of effective training and teachers' lack of professional identity [5]. If the incentive mechanism is established, it can improve efficient pre-service training and make the teacher profession full of love. Only when teachers have a sense of professional identity can they gain a sense of pride and honour in their work, devote themselves to teaching work, comply with the professional ethics of teachers in colleges and universities, conscientiously perform their duties, have a good teaching attitude, and finally get a strong guarantee for the development of teaching ability.

## **6 Ideas and Countermeasures for the CTE in Colleges and Universities Under the Concept of Moral Cultivation**

### **6.1 Define the Goal Guidance of CTE**

College teachers should insist on taking moral as the first place in the process of education, always put moral education in the first place in teaching, which can reflect the advancement and advantage of the higher education of socialist characteristics and cultivate the builders and successors who have real talent, great ethics, and great love. The CTE in colleges and universities should focus on strengthening the education of teachers' ideals and beliefs based on building moral and cultivating people. It is important to strengthen the communication and study of the important documents and policies on education of Communist Party of China Central Committee and provinces and cities, strengthen the sense of historical responsibility and the sense of mission of 'The Times' as a college teacher [6]. Overall, it should insist on strengthening the responsibility of education, educating people for the party, educating talents for the country, and cultivating craftsmen of great powers.

### **6.2 Thoughts on the CTE Under the Guidance of Scientific Outlook in Development**

The CTE is the fundamental and core of the construction of university teachers. The teachers' ethics of university teachers will be reflected in ideological consciousness,

moral level, and values, which will directly affect the formation and development of students' moral quality and moral personality. Moreover, in order to strengthen and improve the CTE in colleges and universities, it must first strengthen teachers' political concepts, enhance teachers' sense of responsibility, sense of mission and moral level, and make teachers maintain a rigorous and serious working attitude and a good level of professional ethics. This is conducive to teachers to grasp the correct direction of running a school, to effectively implement the various teaching policies of the school, and to give full play to their role in the implementation of the fundamental task of moral education. Secondly, it should adhere to the system construction as an important guarantee for the CTE, and ensure the refinement, normalization, and standardization of teachers' ethics management from the institutional level. Finally, it should actively create a strong atmosphere of caring for teachers, maintaining teachers and respecting teachers, and constantly enhance the sense of acquisition and professional honour of teachers, so as to better stimulate teachers' enthusiasm and creativity, and truly make the majority of teachers teaching and educating people [7].

### **6.3 Adhere to the Targeted Mechanism of CTE**

In view of the weak links in the CTE in colleges and universities, they should adhere to taking ethics first and moral education first, integrate moral education into the whole process of education and teaching, play the role of classroom main position, highlight the ideological guidance of ideological and political courses, and strengthen the strong advantages of ideological and political education in courses. It is necessary to carry out the comprehensive construction reform of "three-whole education" in combination with the actual situation of colleges and universities and realize the new pattern of ideological and political work in colleges and universities where all teachers, teaching assistants, managers and counsellors participate in ideological and political education and moral education. The three-whole education cohered the strength of the morality education and promoted the integration of the current educational resources to innovate. Moreover, it is necessary to highlight the advanced models, give full play to the typical demonstration and radiation effects of teachers and students, and interpret the connotation of teachers' ethics with the typical around.

### **6.4 Ensure the Implementation of the Measures of CTE**

It is necessary to improve the assessment, evaluation, and supervision mechanism of teachers' ethics, improve and strictly implement the assessment and evaluation system of teachers' ethics, adhere to the first standard of teachers' ethics in all evaluations, and incorporate the threshold of access to teachers' qualifications, evaluation and qualification review. They should be given full play to the guidance of teachers' thoughts and the constraints of teachers' behaviours through the evaluation of teachers' ethics and integrate the evaluation of teachers' ethics into the work of the evaluation and employment of teachers' professional titles, the evaluation of teachers' excellence, the commendation and reward. It is necessary to strictly implement the negative list of teachers' professional behaviours, establish an account of teachers' moral misconduct, implement the



notification system of teachers' moral misconduct, and play an alert and warning role [8].

## 7 Conclusions

The long-term mechanism of CTE in colleges and universities not only needs to establish a team of high-quality teachers who love their posts and dedication, selfless dedication and noble teachers' ethics, but also needs to establish an external drive system with multi-party participation and multi-party coordination in the long-term mechanism of CTE, so as to achieve the combination of internal drive and external drive, realize the internal and external coordination and the unity of knowledge and practice, and effectively improve the scientificity and effectiveness of CTE in colleges and universities.

The construction of a long-term mechanism for the CTE in colleges and universities is not only the fundamental requirement for promoting the Party's education, but also the inherent requirements of teachers' profession and the inevitable requirements for improving the comprehensive quality of teachers. Therefore, colleges and universities must pay more attention to the CTE and make a concrete analysis of the challenges faced by the CTE in colleges and universities in the new era. Combined with the characteristics of the times and their own development demand, it is necessary to build a long-term mechanism for the CTE with advanced nature, scientific nature, and times. That is the need for a series of measures to comprehensively improve the comprehensive level of teachers, truly implement the fundamental purpose of building ethics, cultivating people, and promote the sustainable, coordinated, healthy development of education in China.

Through scientific governance, it can gradually establish a high standard of teaching staff. Based on the important discussion on the CTE of General Secretary XI Jinping, it should establish the leading mechanism of ideological casting, the incentive mechanism of internal and external combination, the coordination mechanism of multi-party linkage, the supervision mechanism of wide participation, the scientific and strict punishment mechanism, and the responsibility mechanism of vigorous implementation. In order to lead new ideas, adapt to the new situation, solve the new problems, it needs to implement scientific policies, keep maintaining the correct and evolving the new, and jointly create a good situation for the common development of CTE and respect for teachers and education.

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