



# On Professional Ethics Cultivation of Teachers

Yulong Zhang<sup>(✉)</sup>

School of Public Administration, Shandong Technology and Business University, Shandong,  
China

1164978727@qq.com

**Abstract.** On the issue of teachers' professional ethical cultivation, this paper discusses from the following four parts. The first part discusses the connotation of teachers' professional ethics; The second part discusses the characteristics of teachers' professional ethics. This includes the characteristics of teachers' professional service purpose, the characteristics of teachers' professional service objects, the characteristics of teachers' professional labor methods and achievements, and the characteristics of teachers' professional ethical cultivation. The third part discusses the manifestation of teachers' professional ethics. It mainly includes three aspects: teachers' professional spirit, teachers' professional norms and teachers' professional personality. The fourth part discusses the cultivation strategy of teachers' professional ethics, which mainly includes three aspects: strengthening political study, paying attention to educational practice and emphasizing personal education.

**Keywords:** teacher · teacher · professional ethics · professional ethics · accomplishment

## 1 Introduction

Knowledge and experience are certainly important for a major. But that alone is not enough to indicate future work success. A recognized code of ethics is also an essential and fundamental component of the profession. Major is a historical category. The emergence, formation and development of each profession also have a process. The specialized profession of the society requires the mastery of the professional ethics, professional knowledge and professional skills necessary for the specialized profession. Only in this way can they maintain and develop their professional standards, fulfill their professional social responsibilities, and gain social respect as a matter of course. Professional ethics is a prominent feature of a profession, an important sign of its formation and maturity, and an essential condition for professionals engaged in specialized occupations. No matter what the profession, its professionals have a common attribute, that is, they are bound by a certain ethical code.

## 2 Connotation of Professional Ethics

Ethics refers to the various moral rules governing human relations. Professional ethics refers to the comprehensive professional ethics that people should follow in the process

of engaging in various professional activities, which is closely related to people's professional activities [1]. On the one hand, it is the specific embodiment of certain social or class moral requirements in professional activities. On the other hand, it reflects the specific moral requirements determined by the characteristics of professional labor.

### **3 Characteristics of Teachers' Professional Ethics**

#### **3.1 Characteristics of the Service Purpose of Teachers' Profession**

Service tenet is the professional demarcation point. Different professional, its service purpose is different. The medical profession takes curing diseases and saving lives as its service aim, and the teacher profession takes training people as its service aim. According to the needs of the society, teachers train the growing children and teenagers into qualified citizens with good morality and certain knowledge, skills and abilities through their own professional labor, so that they can become useful talents in the future society. Therefore, the teacher profession is to create new people for the society and create the future for mankind, which makes the teacher profession itself closely related to the social interests. Because of this, every society requires teachers to be virtuous and have a high sense of social responsibility. The famous German educator Distohui pointed out: "He chose the cause of training and education as his life's mission. Because of this, the task of self-education throughout life takes on even greater significance. He hoped to lead others to the right path, to stimulate the desire for truth and kindness in others, and to develop their qualities and abilities in a noble way. Therefore, it should develop these excellent qualities of itself first." It can be seen that teachers' self-education and the development of teachers' excellent qualities all come from the needs of cultivating people.

#### **3.2 Characteristics of Teachers' Professional Service Objects**

The profession has certain service object. The medical profession, for example, has traditionally focused on the patient. The professional service object of teachers is children and teenagers in the growing and changing [2]. Compared with adults, primary and middle school students have less knowledge, life experience, outlook on life, world outlook has not been finalized, but also has the potential of development in many aspects. The characteristics of teachers' professional service objects show that teachers have an important influence on students, and teachers' professional ethics accomplishment and knowledge level is a kind of influence, which has educational significance. Therefore, the society requires teachers to learn high teacher, body is the norm. Teachers are required to teach and become engineers of the human soul and those who hold the golden key. As early as 1951, Xu Teli, an educator of the older generation of proletarian revolutionaries, put forward that teachers should be both classics and human teachers. He said, teacher is to teach people behavior, is how to behave. Sutras are for teaching. That is to say, in addition to teaching, the quality of students, students' style, students' life, students' habits, need people to manage. Our teaching should adopt the combination of human and Confucian teachers. Everyone who teaches scientific knowledge, he is a model figure, but also a learned person.

### **3.3 Characteristics of Teachers' Professional Labor Methods and Achievements**

Since each teacher's teaching characteristics, teaching content, teaching conditions, teaching style are not the same, so the application of teacher education principles and methods, the handling of accidents, etc., all need teachers' creative labor. The labor mode of teacher profession has individuality and flexibility. The characteristics of teachers' professional labor mode put forward special requirements for teachers' professional ethics. In other words, teachers must have a high sense of responsibility, work conscientiously, be strict with themselves and self-supervision of the quality. The achievement of teachers' professional labor is the result of the collective efforts of the whole teachers, and even the foundation of teachers' labor in the previous stage, the cooperation of family education and so on. The collective nature of teachers' professional labor requires teachers to have cooperative spirit.

### **3.4 Characteristics of Teachers' Professional Ethics Cultivation**

Teacher's professional ethics accomplishment refers to a certain level achieved by teachers in professional ethics. To be specific, it refers to the correct attitude and behavior of teachers towards the moral norms that they need to follow in their teaching work. The ethical cultivation of teachers is related to the growth and development of people. Some teachers can make the sick seedling grow, some teachers make the good seedling die. This not only reflects the differences in teachers' professional knowledge and ability, but also the differences caused by professional ethics. Unlike the medical profession, a little negligence can mean life or death, but in the long run, a poor professional ethics of teachers can affect future generations and the prosperity of the nation. Therefore, teachers' professional ethical cultivation is the guarantee of serving the society with professional knowledge and ability.

## **4 The Performance of Teachers' Professional Ethics**

### **4.1 Teacher Professionalism**

Teacher professionalism refers to the most basic code of conduct that teachers follow to correctly deal with various interest relations in education and teaching activities. It runs through teachers' professional activities, plays a fundamental guiding role in teachers' behavior, and occupies a primary position in teachers' professional ethics cultivation. The professional spirit of teachers mainly includes professional values, dedication, sense of responsibility and professionalism. Professional value is about the individual's understanding of teachers' professional social value, which is the basis of professional spirit. The social value of teachers' profession is well known. Teachers play a role in connecting the past and the future in the development of human society. Fully understanding the social value of teachers can make teachers have a sense of professional honor and sense of mission, which is helpful to enhance teachers' dedication, sense of responsibility and professionalism [3]. The professional personal value of teachers is mainly reflected in the following aspects. First of all, the teacher profession has stability. Because of the impermanence of education, the teacher profession engaged in educational activities

has the stability of existence and development. As mentioned above, the social value of teachers also makes any society and any country place education in an important position and ensures the relative stability of teachers' profession. At present, a qualified teacher in our country can obtain a relatively stable income through his professional labor, and maintain the necessary living expenses of himself and his family, without great labor risk and investment risk. Secondly, the professional working hours of teachers are relatively flexible.

## **4.2 Professional Standards for Teachers**

Teacher's professional standard is a specific standard to adjust the interest relationship between people in educational activities and judge the good and evil of teacher's educational behavior. It is more direct and specific than teacher professionalism to guide and evaluate teachers' educational behavior. A feasible professional ethics is the guarantee of professional survival. Teachers' professional norms are formulated for the interests and ethical contradictions in teachers' professional work. The main interest relationships in teachers' professional work include the relationship between teachers and students, the relationship between teaching and research, and the relationship between competition and cooperation. First, professional norms in the relationship between teachers and students. Teachers and students are important factors in the process of education and are a pair of major contradictions. Second, professional norms in the relationship between teaching and research. Teaching and scientific research are another pair of contradictions existing in teachers' professional work. Third, professional norms in the relationship between cooperation and competition.

## **4.3 Professional Personality of Teachers**

Teachers must have good professional personality is determined by the professional characteristics of teachers. Teachers' professional service target is young students, their physical and mental development is very easy to be influenced by adults, especially teachers, including the influence of personality. Teachers' personality will also affect students' learning attitudes and habits. Therefore, the professional personality of teachers is not only conducive to the formation of good personality of students, but also conducive to improving the effect of education and teaching. In recent years, researches on teachers at home and abroad also show that teachers' personality is an important factor influencing education. From the perspective of professional ethics cultivation, the professional personality of teachers refers to the self-cultivation of personality qualities that teachers must have in their teaching work. It includes honesty and integrity, lively and cheerful, patient and meticulous, kind and tolerant, brave and tenacious. Honesty and integrity is the main factor of a teacher's professional personality. Lu Xun believed that the most important quality of a great personality is honesty. Kalinin believes that honesty not only makes children admire, but also infects them. Honesty is the foundation of integrity. With honesty and integrity, we can do what we say and what we appear to be, win the respect of our students, and set an example for our students. Lively, cheerful, patient and meticulous personality requirements come from the requirements of teachers' professional characteristics. Because the object of teacher professional work is in the

growing period of children and teenagers, they have active, naughty age characteristics, therefore, teachers need to always have childlike innocence and patience. In educational practice, the most popular teachers among students are those who are lively and cheerful and can get along with students and become their friends. At the same time, young students have naughty nature, occasionally make some mischief, do something wrong is very normal, patient and meticulous teachers will not be furious about this, but gentle and gentle, good guidance. Under the influence of heredity, environment, education and people's subjective initiative, students have individual differences. Some students can understand as soon as they are taught, while others want the teacher to explain in detail and help them more, which requires teachers' patience. Patience is also the embodiment of love.

## **5 Strategies to Cultivate Teachers' Professional Ethics**

### **5.1 Strengthen Theoretical Learning**

Theory is the forerunner of action and strengthening the study of theory is the necessary way to cultivate teachers' professional ethics. Through learning, it aims to improve teachers' understanding of teachers' professional ethics, which is the basis of teachers' professional ethics. Only with the correct understanding, can produce the correct emotional experience, will exercise and behavior mode. Teachers should first understand the content of the professional norms and the objective basis put forward by the professional norms [4]. They should not only know what they are, but also understand why and how to do it. Only in this way can we improve the consciousness of the cultivation of teachers' professional ethics. The contents of theoretical study mainly include Marxist ethics, educational science theory, professional ethics cultivation of teachers, thoughts and deeds of educators and excellent teachers, etc. Marxist ethics is the theoretical basis of teachers' professional ethics, and educational science theory is the professional basis of teachers' professional ethics. Teacher's professional ethical cultivation not only expounds the content and requirements of teacher's professional ethical cultivation, but also expounds the inevitability and rationality of teacher's professional ethical cultivation. Excellent teachers embody the professional spirit, professional norms and professional personality of teachers, and are models for teachers to learn from in professional ethics cultivation.

### **5.2 Focus on Educational Practice**

The cultivation of teachers' professional ethics is inseparable from educational practice. Educational practice is the basis of teachers' professional ethics understanding and cultivation. Only through educational practice can teachers better understand and deal with the necessity of the professional norms of various interest relations, and can they gradually develop the professional ethics due to teachers. Only when teachers' understanding of professional ethics is combined with the problems they encounter in educational practice, such as individual and career, students, others and collectives, can they know which behaviors are in line with the interests of socialist education and moral, and which behaviors are not in line with the interests of socialist education and immoral.

Educational practice is the basic way to produce teachers' professional ethical emotion and exercise their professional ethical will. Only in the practice of education can we gradually develop deep feelings for education and students. This also clearly shows that teachers' professional ethics cultivation is inseparable from educational practice. Teachers are bound to encounter all kinds of contradictions and obstacles in their professional work, such as the contradiction between work and study, the contradiction between work and family, and the interference of wrong ideas. Only when teachers have the strong will to perform professional ethics, can they deal with all kinds of contradictions, eliminate all kinds of obstacles, and strive to practice the requirements of professional ethics. Educational practice is a necessary condition for teachers to form professional ethical behavior. How can teachers fulfill professional ethical norms if they do not conduct education and teaching? The cultivation of teachers' professional ethics should finally be put into action. At the same time, the purpose of developing teachers' professional ethics is to standardize teachers' professional work behavior.

### 5.3 Emphasis on Individual Education

The cultivation of teachers' professional ethics is essentially a process of constant struggle between right and wrong, good and evil in teachers' heart. The external cause must work through the internal cause, and the influence of theoretical learning and educational practice must work through the teacher's self-education. Teachers' self-reflection, self-training and self-cultivation are important ways to cultivate teachers' professional ethics [5]. The main contents of conscious self-education include self-reflection, self-regulation and caution. The process of developing teachers' professional ethics is actually a process of constantly overcoming the wrong moral and educational concepts in their minds, establishing correct moral and educational concepts, and cultivating good professional ethical behaviors. Everyone has such and such shortcomings. Teachers' frequent reflection on their own words and deeds is conducive to the development of professional ethics. In self-reflection, teachers must be strict with themselves, correctly understand themselves, have self-knowledge, so that long good rescue loss. Keep an open mind to listen to the opinions of others, including colleagues, students and parents, and keep a work diary or a teacher's notebook. It is an excellent form of self-reflection. Self-regulation is especially important for teachers. Teachers can achieve self-regulation, which is not only an important content of self-education, but also directly related to the effect of education and teaching work and the teacher's own prestige. In the professional work of teachers, students often encounter teachers impolite or unreasonable back, it is easy to cause the teacher's anger and anger, then the teacher's self-control is very important. A self-controlled teacher never loses his temper with his students, but always finds a way to control his emotions and find a reasonable way to solve the problem. In addition, teachers are also human beings, and they may also encounter things in bad mood. However, the professional work of teachers is faced with students, so teachers are required to regulate their own emotions and not to bring any personal unhappiness into the classroom. Otherwise, it will not only affect the educational effect and image of teachers, but also be unfair to students.

## 6 Conclusion

Strengthening theoretical study and paying attention to educational practice are closely related to self-education. Through theoretical study, to improve the recognition of teachers' professional ethics cultivation, which can improve teachers in education practice, strengthening professional ethics culture consciousness in the self education, through the education practice, and help deepen the understanding of the teacher's professional ethics accomplishment, offered opportunities for self exercise, and through self education, can strengthen the theoretical study, the actual effect of education practice.

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