



Analysis of the Reasons for Respecting Teachers' Professional Dignity

Jianru Yang^{1,*}

¹Haileybury senior school, Tianjin, China, 301700

**Corresponding author. Email: 13621228910@163.com*

ABSTRACT. Recently, the topic of the dignity of teachers and Taoism has aroused heated discussions among the people. In today's society, do we need to continue to respect the dignity of teachers and Taoism? What are the advantages or disadvantages of advocating the dignity of teachers and Taoism for us? Therefore, this essay talks about the significance of this paper is to explore whether the contemporary value of the dignity of teachers and Taoism still exists. The research method of this paper is literature reading and analysis. Through a series of studies, it is argued that advocating for the dignity of teachers does more harm than good, and advocating for the dignity of teachers is not suitable for the current educational environment.

Keywords: The teacher's dignity, convention, relationship, the absolute authority of the teachers

1 Introduction

The dignity of the teacher's way, which originally refers to the way of a teacher, is the core educational concept that governs the relationship between teachers and students in educational activities. The explanations of the dignity of teachers and Taoism are mostly the same in some historical works, such as in the "Book of Rites." It was mentioned in "Xue Ji": "The teacher is strict, then the Tao is respected, the Tao is respected, and then the people know and respect the learning." At the same time, the teacher's way is also the teacher's interpretation of the self, and the teacher regards himself as the teacher's way, and has a strong personality self-awareness.[1] The importance of the dignity of the teacher is praised, but whether the dignity of the teacher is still suitable What about contemporary society? With the development of globalization, people's concept of the dignity of teachers and Taoism is getting weaker and weaker. Should we revive the dignity of teachers and Taoism from now on?

2 Reasons for not to respecting teachers' professional ethics

With the influence of Western culture's concept of "equality between teachers and students" and globalization, especially with the impact of the Internet on traditional education, the teacher's exclusive status of knowledge has been challenged. On the other hand, with the development of the times and the reform of education, the traditional teacher and Taoism gradually lost their realistic basis and declined.[2] So meanwhile, we need to analyze the weaknesses of teachers' dignity.

First of all, advocating for the dignity of teachers is not conducive to cultivating students' thinking ability. The traditional dignity of teachers only emphasizes the single defect of majesty. [3] The cultivation of critical thinking requires a relatively free learning environment, and students need to be fully given opportunities to show themselves. Advocating for the dignity of teachers and Taoism is mainly reflected in the teacher-centered education model. In such a teaching environment, there are few opportunities for students to show themselves, and most of them are mainly output by teachers.

The teaching methods of ancient education can be summed up in one word: teaching books. The teaching is divided into several steps. The first stage is called "pointing out the book". That is, students take the book, turn to the page to be learned, and teach it to the teacher. Sir, give him a sentence to read. The second stage is called "reading". That is, the teacher reads it, and the students follow it or imitate sentence by sentence. In the case of our recording, the general gentleman reads it three times. Some have read it six times, and some have read it twice. The third stage is to teach "speaking books". That is, the teacher wants to explain. The explanation is simple, and the meaning that the students at that age can understand is the cross talk. From this, we can conclude that the whole course of the ancient teaching mode is mainly based on the teacher's teaching, and the students basically have no chance to think and speculate on their own. In the long run, students tend to rely more on teachers, which limits the improvement of self-diagnosis ability. (In the old saying: "Learn and then do it, think and then gain." Without thinking, you won't really learn knowledge.) It can be seen that advocating the dignity of teachers is not conducive to cultivating students' ability to think.

Secondly, advocating for the dignity of teachers can easily increase the social pressure on teachers. Advocating the dignity of teachers is mainly reflected in society's high expectations for teachers, who are the embodiment of knowledge and moral models. Society generally has extremely high expectations for teachers, and virtually requires teachers to strive for perfection in many aspects, such as their personal knowledge, cultural literacy, teaching level, etc. Their personal words, deeds, and moral cultivation will also receive attention and supervision from all aspects. . Furthermore, this kind of thinking will put a lot of pressure on the teacher. For example, Mr. Li, a math teacher at a certain school, regards food delivery as a side business in his spare time because of his family circumstances. After being found out, he was accused by many netizens of "not doing a proper job" or "smearing the profession of a

teacher." It can be seen that advocating teachers' dignity tends to increase social pressure on teachers.

Finally, advocating for the dignity of teachers is not conducive to the country's training of new talents. Advocating the dignity of teachers and Taoism is mainly reflected in the fact that teachers mainly give lectures in the classroom, and students have fewer opportunities to think for themselves. This will lead to students not having their own thinking and opinions after absorbing the content of the teacher's lectures after the teacher's lectures. The result of this is that everyone's ideas and opinions are easily the same, and it is unlikely to provide fresh blood to the society. As mentioned above, due to the influence of the ancient education model, the dignity of teachers is not conducive to cultivating students' critical thinking ability. Because students' critical thinking abilities cannot be improved, academic thinking cannot be innovated. Therefore, advocating the dignity of teachers is not conducive to the country's cultivation of new talents.

For modern education, if the "dignity of teachers", which is always emphasized and followed, restricts the development of education to a certain extent.[4] Times are developing and technology is advancing. Perhaps some regulations and laws that were applicable in the past are not suitable for the current social situation. The traditional dignity of teachers and Taoism actually has drawbacks and is the main obstacle to building a harmonious, democratic and equal teacher-student relationship.[5]

3 Reasons for respecting teachers' professional ethics

We cannot over-worship the dignity of teachers, but there are reasons for their existence. On the contrary, from a different perspective, others are against the above statement. The society needs to clarify the source of the dignity of teachers and Taoism, and carry out transformation and innovation, so the education can be improved. To restore the dignity of teachers, society needs to further create an atmosphere that respects teachers and values education, continues our excellent educational tradition, and prevents phenomena such as "cheap teachers," "humiliating teachers," and "humiliating teachers." [6]

So this chapter will explore the reasons or merits of respecting the dignity of teachers.

Firstly, advocating for the dignity of teachers and Taoism means that in today's education, the importance of respecting teachers and Taoism is re-emphasized. While learning the historical background and cultural connotation of the dignity of teachers and Taoism, people gradually form the values advocated by the society. Schools, families and other aspects of education are passed on to future generations. For example, some colleges and universities in China will lead students to worship Confucius during Teacher's Day, and learn about Confucian culture while learning the etiquette of respecting teachers. Therefore, this kind of activity can create a good learning atmosphere for students and guide students to respect science, culture, and teachers. So advocating the dignity of teachers and Taoism is conducive to the inheritance of traditional culture.



Fig. 1. Children's pen ceremony

Furthermore, advocating for the dignity of teachers is beneficial to enhancing the social status of teachers. Advocating the dignity of teachers and Taoism makes everyone respect teachers more and pay more attention to the teaching profession. As mentioned before, teachers are absolutely dominant in the classroom. In this way, the relevant treatment of teachers and the professional identity of teachers can be improved, thereby improving social status of teachers. Just like the attitude of Confucius' students towards Confucius, they respect and worship Confucius. The attitude of students and parents towards teachers is extremely respectful. Respecting teachers and valuing Tao has always been the most important tradition of our nation. In modern society, it is a positive choice to critically inherit and carry forward this tradition, that is, to reshape the "dignity of teachers and Taoism" to solve many problems faced by modern education.[7]

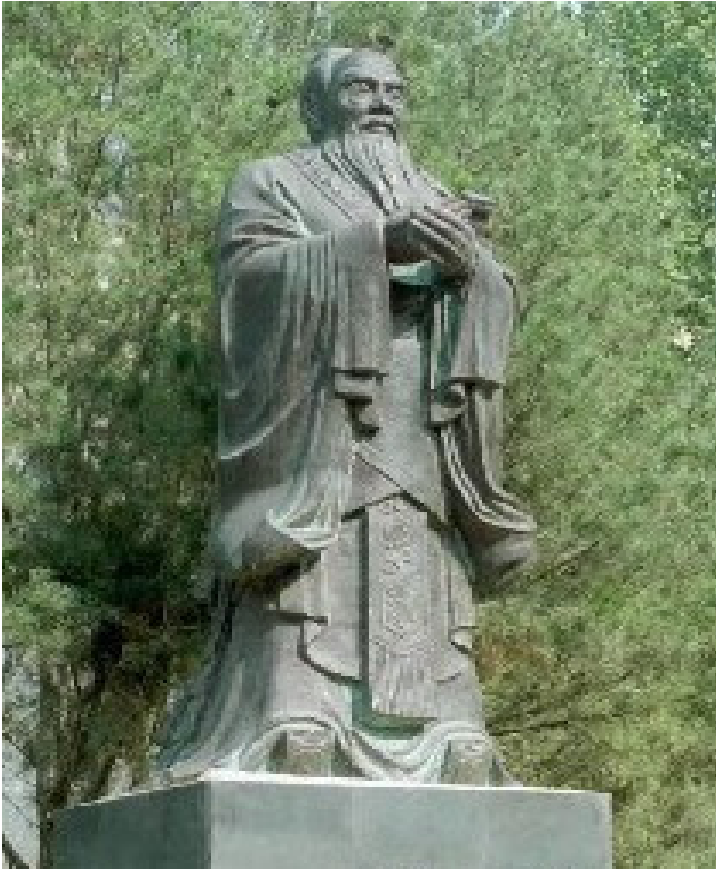


Fig. 2. Statue of Confucius

Dignity is the common direction of human rational choice and spiritual pursuit. In the mean time, Chinese culture itself has a tradition of advocating "dignity of teachers and Taoism".[8] So for China, respecting the dignity of teachers has the same values as Chinese culture.

4 conclusion

To sum up, after weighing the pros and cons, it can be considered that the dignity of teachers is not suitable for the development of contemporary education, it should not be revived, and it should be buried in the long river of history. The dignity of teachers does more harm than good to the future development of human beings. Advocating for the dignity of teachers is not conducive to cultivating students' thinking ability, it is easy to increase social pressure on teachers, and it is also not conducive to the country's training of new talents. But on the contrast, the dignity of teachers can help to inherit traditional culture and strengthen teachers' social status. Due to the rush of

time, this article still has many deficiencies. It is hoped that future studies can expand the sample of the research scope and increase the data. It is hoped that a more useful education method than the dignity of the times can replace it and become the mainstream in the future.

5 REFERENCES

1. Sujuan Liu (2011-02-16—2011-03-15) (East China Normal University) On the Contemporary Value of "Teacher's Dignity" and Its Remodeling, Educational Theory and Educational Management
2. Yangdong Huang/ Daishu Wu (2020,11) (Ningbo University School of Education) Retrospect and Prospect: Twenty Years of Research on "Master's Way", Educational Theory and Educational Management
3. Zhanfa Wang (2021) (Guizhou University) Research on the Dignity of Confucian Teachers and Daoists from the Perspective of Applied Ethics, Philosophy and Humanities
4. Licheng Pan/ Li Pan (2002),(01) (College of Humanities and Economics, Hefei University of Technology, Hefei, Anhui 230009) Criticism, Inheritance and Innovation of Teacher's Dignity", Educational Theory and Educational Management
5. Sujuan Liu (2011-02-16—2011-03-15) (East China Normal University) On the Contemporary Value of "Teacher's Dignity" and Its Remodeling, Educational Theory and Educational Management
6. Zhongying Shi (2017)(Beijing Normal University Faculty of Education) The Historical Intention and Times Significance of the Dignity of Teachers, the second term.
7. Zhanfa Wang (2021) (Guizhou University) Research on the Dignity of Confucian Teachers and Daoists from the Perspective of Applied Ethics, Philosophy and Humanities
8. Dan Lin/ Peiqing Zhang (2020)(Northeast Normal University) Reinvigorating the "dignity of teachers and Taoism": back to teachers themselves, 2020.12.012.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

