

The Analysis of Preschool Teachers' Ethic Education

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Abstract: As an important part of teachers' professional development, preschool teachers' ethic education has three characteristics of practicality, living and complexity. Yet there are still some problems in its development. Such as separation between theory and reality, absence of supervision evaluation mechanism, lack of social understanding and care and self-discipline. Therefore, the thesis put forwards several methods to solve these problems by constructing teachers' learning community, setting up virtue ethics of preschool teachers and perfecting the evaluation mechanism.

Introduction

The poem: A spring silkworm may not stop spinning silk until death, a candle's tears dry any when it is burnt down to ashes. Be usually used to praise teachers' spirit. However, rather than a career, treat teaching in the form of instrumental rationality and with the utilization psychological view causing a serious of social problems in modern cultural consuming market. Therefore, it is important as well as necessary to construct the professional ethics of preschool teachers because the children period, being a special group, is the beginning of life to children to lay a foundation for future development.

The connotation of preschool teachers' professional ethics.

Chinese Scholars have made many researches and definition on the connotation of preschool teachers' professional ethic education refers to the basic ethics and behavior, which they need to obey in teaching and constraint and regulate the preschool teachers in performing activities related to the individual, other groups as well as the society. Chinese Scholars exposed three core concepts of professional ethics. They are basic rules, teacher groups and behavior relation. First, the preschool teachers' professional ethics emphasize the formulation and implement of behavior rules. Because of characteristics of objectivity and group, social ethics emphasize spirit of contract and standard. In this sense, the ethics is a social rule that kindergarten teachers should follow in professional education and work. As social moral prophets and behavior model, preschool teachers must respect social rules and follow them. Second the ethic demands teachers function as a group rather than individual. Actually, teachers with the same culture develop into a group when they help and communicate with each other in the process of education. Teacher culture is from individuals, but it also exerts great influence on individuals in the way of thinking and spirit. Therefore, we should attach great importance to explain the evolution of teacher group when develop the teachers' professional ethics. Third, the essence of preschool teachers' professional ethics lie in the construction of relationships among behaviors. Teachers' professional ethics is mainly reflected in the interactions between teachers and students, which in fact is teaching and learning. It is necessary to establish a democratic, equal, free and love teacher-student relationship if we want to cultivate

preschool teachers' professional ethics characteristics of preschool teachers' professional ethics.

(1) The characteristic of practicality

It is the start of ethic education that the person engaged in practice. It is said that the ethic has the characteristic of practicality, which can realized teachers' professional ethic education. The ethic actually is how to get along with young children and how to solve childrens' problems. In infants' eyes, the world is spellbound, in which is full of imagination and curiosity. Sometime it becomes a big issue to deal with those problems that children make by behaving exaggeratedly or breaking the rules. Some teachers usually give a careful guidance and help them in time. While some teachers, who don't realize the mistakes for children is the exploration of life, avoid those troubles by giving children direct orders or even punishments. These two different behaviors reflect two ethics. One is children-oriented and the other is teacher-oriented, which is a wrong ethical values. There are three characteristic of practicality. The first is unconditional respect. It is important for teachers to give children unconditional respect when they get along with children. Teachers can't treat children with authorities just because the children are young and ignorance. There is a big gap between teachers and students, but they are equal in personality, which is emphasized by Human Rights. The second is tolerance and patience. It is hard to close to children if teachers lack tolerance, not to mention following their instructions. Teachers should treat students gently because as vulnerable groups, they are likely to make mistakes. As SuHuomlinsky says: to care for people...only punishment couldn't save. The third is justice and equality. Confucius says that if the ruler acts out properly, the common people will obey him without being ordered to and vice versa, which reflects the value of justice and equality. Preschool teachers should treat each child with the same attitude equally and impartially instead of treating children with different attitudes according to their own finds. Teachers should realize that children usually imitate their behaviors and improve their self-cultivation to keep the rules for rewards and punishments strictly.

(2) Characteristic of living

The ethic has the characteristic of living. It is stressed that the preschool teachers' ethic is not only in teaching but also to observe children daytime performance in kindergarten. There is a difference between preschool teachers' ethic development and other teachers because the kindergarten teachers combine child care with education together. In a sense, preschool teachers have more daily contact with children than teachers in other stages. Young children learn something not limited in the classroom. They can learn on other daily occasions. Such as meal time, midday rest and outdoor activities. Children daily life is so rich, which happens to in the kindergarten, a special field where permeates education. In addition, professional life and daily life interrelated to each other. Actually, after work the professional ethics still play a part in individuals' life and mixed with life ethics. In this way, teachers develop their own ethical value system, it will play a role once the ethic system info formed, which will reflect not only in moral and behavior when they're in kindergarten, but also at ordinary time. That is to say, preschool teachers ethic education is an education of teaching by personal examples as well as verbal instructions. Teachers usually explain the moral spirit and principle by their daily behavior in school and their interactions with students. Only in this way can the teachers promote their ethics.

(3) Characteristic of complexity

Preschool teachers' ethic education has the characteristic of complexity. On the one hand, preschool teachers should obey teachers' ethic, loving their work and being devoted to it; caring for children. On the other hand, teachers also need to meet requirements of the public and parents. Meanwhile, as an individual preschool teachers have their own principles and value system when they get along with others. They will have a sense of happiness and satisfaction when the

above-mentioned aspects are in harmony. Otherwise, they will have psychological conflict that is how to judge, how to choose and then shoulder the responsibilities. Teachers usually lose bottom line when they face risks. The profession ethics demand teachers should be children-oriented and do utmost to make children happy. But parents want their children to make children happy. But parents want their children to learn more at the price of losing more happiness. Teachers, to some extent, insist children should grow healthily and happily, while they think parents' request is reasonable. So they are in dilemma. Teachers indeed face lots of difficulties which is caused by multiplicity of their identity under such circumstance.

Teachers are not only spokesman, but also educator, the companion as well as a part of the public. Therefore, complexity is doomed to the rose diversity. The complexity is described as an entangled nested structure rather than superposition of different ethics. That is to say the education of preschool teachers' professional ethic is a way to promote an individuals' development rather than only is mentioned in the kindergarten.

The analysis of problems in preschool teachers' ethic education

Preschool education not only need to build solid and reliable kindergartens where children are safe, but also need professional and noble teachers. Teachers should give priority to teachers ethic because only these who love education and children can be an outstanding teacher. At present, there are still some problems caused by reality and tradition in preschool teachers' ethic education. These problems are embodied in two aspects. One is theory and the other is practice.

(1) The separation between abstract theory and detailed practicality

Preschool teachers' ethic is abstract, which transfers the social norms. But teachers usually don't know how to put the theory and practice together in teaching because of random problems and complex circumstance.

The preschool teachers' professional standard (referred to as standard) put forward ethic first, to take care of young children, to respect childrens' personality, caring, responsibilities, patience and carefulness. The standard guides how to care and respect children, but there is no specific indicators. Actually, it's teachers who judge and put the ethics into practice. In other words, teachers should have higher spiritual moral realm because teachers with lower spiritual moral realm can't achieve it. The above-mentioned standards also put forward some concrete bottom lines. Such as no ironical words or discrimination. But some kindergarten teachers don't know the standard quite well. They exaggerate the standard by taking proper criticism as a behavior going against the standard and coax the children, never criticize them holding the attitude of no aim at success, seeking only to avoid a flaw. It seems that teachers respect childrens' natural growth. In fact, it is a self-indulgent and negative act.

There are still some teachers, who don't understand the standard at all, hold the traditional ideology that sparing the rod, spoil the child. They think they love children. It's necessary and hormonal to give students physical punishment or sometimes in disguised form.

Although it is an extreme cause, we tend to judge the whole group on the basis of typical examples. So we should check enormous ideas at the outset and be overcautious, making each team the stand and try best to combing theory with practice.

(2)The absence of supervision evaluation mechanism.

Besides teachers' self-discipline, preschool teachers' professional ethic education and construction need regulatory framework. Normal supervision and evaluation methodology can push teachers to develop. However, it is hard to supervise teachers' ethic education universally. It usually follows the pattern that the masses exposed, then the kindergarten handle instead kindergartens supervise and educate at anytime. The improper behavior exposed by media usually arouse a great disturbance and the public's condemn both in speech and writing. But before the exposure, nobody awakes to the teachers' improper behavior. The above-mentioned example shows the absence of the supervision mechanism in the process of teachers' ethic education. On the one hand, it is hard to judge teachers' ethic as judging students' scholastic attainment, because the ethic is abstract and there is no standard target as reference. On the other hand, the society including the kindergartner pay much attention to childrens' grade and environment rather than teachers' moral ideas. For kindergarten teachers, they usually ignore the professional ethic education, because they don't benefit any interests from the ethic education in the practical assessment, which takes ethic judgment faint, conceptual and elastic. In addition, it usually arouses great social concern after making mistakes. At the same time, the related authorities request more and criticize the teachers severely. But the authorities usually attach great importance to the development of teaching rather than theory, which also cause the kindergarten don't really understand the ethic and lack supervision. Instead they focus on training teaching skills.

(3) lack of social understanding and concern.

Preschool teachers is a special group. Because it is children that they need to face. It is important for children to accept preschool education, which is regarded as the start of life-long education and will lay a foundation for future. People usually look down upon preschool teachers because of its career characteristic of simplicity. So the whole society who think it is an easy task to teach children basic knowledge and skills, pay less attention to preschool teachers' ethic education.

Actually for teachers, the most important goal is to influence children with their personality ,set a good example and moral model with their behavior. Meanwhile we should realize that to achieve this goal should be on the basis of certain education on teachers' ethic. Teachers who are exposed by the media is an individual rather than a universal state. Some radical people with ulterior motives rail the nursery education on the internet, which make unfair judgment on preschool teachers, which lower teachers' motives of ethic education. Preschool teachers have no passionate to promote their ethic education, because being less concerned and understood, they usually can't get equal rewards compared with their hard work.

(4)lack of self-discipline

Being an important important dimension, teachers' ethic education is regarded as one of the most important symbols of professional mature. But in reality, it is a standard to judge kindergarten teacher according to professional abilities especially teaching skills rather than ethics. It is difficult to assess ethic, a subjective value evaluation. The main reason is that people never focus on practical ethic education but pursuit immediate and effective teaching results, preschool teachers' professional ethical quality is not high means that they lack self-discipline in professional ethic education rather than lack of moral and low mental shackles. Self-discipline, different from others, is based on education belief of constant pursuit of idea instead of superficial and repeatable operation. Teachers,who sometimes ignore self-discipline, concentrate on promoting teaching to get the almost interests. At the same time, teachers have no chance to focus on ethic construction because kindergarten develop fast with the implementation of recent three-year plan. But teachers' quality couldn't meet market needs.

Suggestions for construction of preschool teachers' professional ethics

(1)Building a community for teacher learning

Teachers should realize the importance of professional ethic education and be willing to improve themselves, professional knowledge never be ignored in each period because it is teachers' duty to teach. But teachers' ethic is usually neglected because it is not in practical written languages or can be imitated. Teachers need to internalize the ethics in teaching. Teachers those want to get ethic knowledge need to build a community for teacher learning rather than just teaching.

(2)Paying attention to teachers' virtue ethic education

Since ancient times, Chinese pay attention to teachers' virtue ethic education. Teachers are required to be qualified with intelligence and morality to which people usually give priority. It is imperative for preschool teachers to possess good character. The cultivation of teachers' ethic not only depend n related laws and regulations, but also teachers' self-discipline to promote themselves both on quality and ethics. Teachers' virtue ethics is nor fixed universal virtue or gentle principles, but commonly favored ethical experiences, customs and traditions formed in process of educational practice. Consequently, the culture accumulation can be called ethical virtues after standing the test of reality. Preschool teachers should also pay attention to virtue cultivation and promotion.

Teachers should ensure the bottom line of ethic education and refuse those teachers with low ethic quality. To establish assessment and supervision mechanism does not mean to dispose those problematic teachers but to encourage and praise those excellent teachers who set good example for other teachers. Only by doing this can teachers be more positive in future work.

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