

Promotion Method of Young Teachers' Professional Ethics in Colleges and Universities

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Abstract—Young teachers in higher education are the new force in the development of education, which determines the quality and future of education. This paper focuses on the professional ethics cultivation of young teachers in colleges and universities, expounds the role of universities and the mission of teachers, analyses the problems existing in the professional development and moral cultivation of young teachers, and explores the basic ways to improve the professional quality of young teachers from three aspects: rational deployment, full-time learning and creating an atmosphere. With the method of combining theory with practice, and facing the practice of teacher ethics assessment in our school, this paper studies the ideas and practices of determining assessment indicators, cultivating long-term effectiveness and establishing evaluation mechanism, aiming at putting forward beneficial suggestions for the growth and progress of young teachers.

Key words: colleges and universities; young teachers; professional ethics; professional demeanor

I. INTRODUCTION

This paper takes young teachers and their professional accomplishment as the research theme, and explores the problems existing in the professional ethics accomplishment of young teachers in colleges and universities and the ways to improve and improve it.

For any system, the human factor is always the most important. The same is true of the higher education system. Teachers, especially young teachers, play a key role in the development of education, the cultivation of talents and the future trend of society [1]. Generally, young teachers in colleges and universities are in a positive, healthy and upward mental state, but there is no doubt that there are also a few young teachers who have confused political beliefs, ambiguous ideals, dilution of professional emotions and ethics, weak sense of service and other issues, and very few of them are out of character and cannot be a model for teachers.

In view of the existing problems, it is urgent to strengthen the education of socialist core value system, construct an academic morality and cultivate good style of study, guide young teachers in colleges and universities to resist the tendency of quick success and instant benefit and impetuous mood consciously, have lofty aspirations, do not admire false names, and calm down to devote themselves to educating public and devoting themselves to learning. This is also the original intention of this paper [2].

The purpose of this study is to find effective ways to help

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young teachers grow better and make higher education play a greater role in training talents, developing science and technology, and serving the society [3].

II. THE ROLE OF UNIVERSITIES AND THE MISSION OF TEACHERS

A. The Status and Role of Universities

Universities are a collective concept. Specifically to different universities, their function connotation and relationship are different. High-level universities represent the highest grade of higher education in a country [4]. They have advanced functions, complex relationships and are the most typical. Therefore, through the analysis of the connotation and relationship of the functions of high-level universities, it is capable to see and grasp the connotation of the times and the development pulse of the functions of modern universities.

Universities are a division based on the partition of functions and the comparison of strength. Compared with general universities, the contemporary characteristics of a higher-level university's functions lie in that they bear the responsibility of cultivating high-quality talents, developing high-tech and providing high-level services.

Training talents, developing science and technology and serving the society are the three basic functions of universities that are generally recognized at present.

B. Teachers' Missions and Duties

Teachers shoulder the lofty mission and responsibility of "imparting knowledge and educating people" to train builders and successors of socialist cause [5]. The so-called "with a sincere heart, not a little selfishness" refers to such a feeling. Higher education is not an industry whose main purpose is to make economic profits but with some distinguishing features, such as long career cycle, high technical requirements. If there is no emotion, it is difficult to insist on constantly self-improving and growing into a qualified teacher.

The ancients said, "Teachers are models of people." In the eyes of students, the teacher is "voicing as the scripture, acting as the model", whose word and deed has a great impact on students. At present, there is a lack of educational sentiment among university teachers, which leads to the deviation of educators' own values and the high frequency of adverse events. If an educator wants to educate others, he must first educate himself. The premise of self-education is to improve his moral accomplishment [6]. Only in this way can we have

the educational feelings of "one tree shakes the other tree, one cloud drives the other cloud, one soul awakens the other soul".

Therefore, teachers' professional ethics quality has a very important impact on the formation of students' values. It is meaningful to discuss how to improve the professional ethics of our college teachers.

C. Problems Existing in Young Teachers' Professional Ethics Accomplishment

As mentioned above, young teachers have a high level of professional accomplishment on the whole, and love and devotion to the job is the mainstream trend [7]. But it is worth noting that some undesirable phenomena and problems still exist.

Some young teachers believe that teaching and scientific research tasks are heavy, pressures are high, incomes do not match the labor paid, and they have the idea of changing their jobs.

We have made a survey which shows that about 21% of young teachers had low job satisfaction, lack of passion and job burnout, and lost their love for their profession. The lack of lofty beliefs and real understanding and acceptance of socialist core values have led to the emergence of some misbehaviors.

The lack of educational sentiment may lead to the deviation of educators' own values, and then increase the frequency of various adverse events, which is not uncommon in colleges and universities [8]. Young teachers in universities need not only extensive knowledge, but also noble morality. Educators must first educate themselves.

III. BASIC WAYS TO IMPROVE YOUNG TEACHERS' PROFESSIONAL QUALITY

There are many different ways and means to improve young teachers' ethics quality as described below.

A. Deploying young teachers' professional ethics education

Clear deployment is vital to ensure the implementation of young teachers' professional ethics education activities.

- Mobilization of the whole staff

Organizational leaders of various departments and units should fully recognize the importance of young teachers' professional ethics education [9]. They should hold regular meetings to unify their ideological understanding. They should institutionalize and normalize political education and teacher ethics education, and put the ideological and political education as well as ethics education of young teachers on an important agenda.

- Implementing the study of the whole staff

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- Implementing the study of the whole staff

Learning and training are very momentous and beneficial for the improvement of young teachers' professional ethics.

Colleges and universities should organize young staff including teachers, counselors, office staff, post-service personnel to regularly study the Education Law of the People's Republic of China and the Teachers' Law of the Nation, as well as a series of programmatic documents, such as the Suggestions of the State Council of the CPC Central Committee on Further Strengthening and Improving the Ideological and Political Education of College Students, the Views of the State Council of the CPC Central Committee on Fully Deepening the Reform of Teachers' Team Construction in the New Era. The programmatic document activities include Teachers' Professional Ethics Code, Ministry of Education's Opinions on Establishing and Perfecting a Long-term Mechanism for Teachers' Ethics Construction in Colleges and Universities, Outline for the Implementation of Civil Ethics Construction, and Opinions on Comprehensive Deepening the Reform of Teachers' Team Construction in the New Era.

Through extensive propaganda, mobilization and learning and discussion activities, young teachers can realize the importance of strengthening political, ideological and moral education, and make them realize that it is an inevitable requirement for a qualified university teacher to improve their self-moral accomplishment.

B. Creating a Good Atmosphere for Teachers' Morality Construction

According to observational learning theory which was put forward by American psychologist Abbott Bandura in the 20th century, behavior acquisition is the result of interaction between internal factors and external environment, and observational model demonstration is the main channel for behavior formation. Many of its demonstration principles are also of guiding significance to the current moral education in colleges and universities.

- Multi-channel publicity and good public opinion guidance

Schools could set up some excellent teachers with both ability and learning as the models for teachers. By the actively publicizing the exemplary deeds of teachers with both ability and virtue, and setting the recognition and encouragement mechanism of schools through the school official website homepage, we-chat public platform, official micro-blog, school wall newspaper, school newspaper, school TV, school broadcasting and other channels, the young teachers may produce a "see the wise and think alike" trend towards them in their hearts, find some gap with those excellent teachers, and determine to have the consciousness of catching up with the model teachers who perform outstanding in both ability and virtue.

- Building a platform for communication and promoting mutual assistance

Schools should organize more activities with positive themes for those role models and young teachers, so that they have time to communicate with each other. In the process of communication, teachers with both ability and virtue can exert a subtle influence on the moral cultivation of these young people, and at the same time, let these models carry out detailed and multi-angle work on young teachers to convince

them to believe that “to stand by virtue and to learn by virtue”, and to guide them on their best path to progress steadily, quickly and continuously.

By setting up a group of outstanding teachers with both ability and virtue, publicizing their deeds through various channels, commending these outstanding teachers, and actively creating opportunities for excellent typical teachers and young teachers to communicate with each other, young staff can be encouraged to learn more from these best teachers.

C. Shaping Professional Ethics Accomplishment in Daily Learning and Practice

In fact, the process of strengthening teachers’ self-moral accomplishment is the process of teachers’ self-education. The essence of this process of moral cultivation is the procedure from heteronomy to self-discipline. The transformation of this process requires teachers to learn, understand the connotation of teacher’s morality, and provide them with certain methodological guidance for the formation of moral behavior. At the same time, it is necessary to put the moral code of conduct in practice, to realize self-recognition constantly, so as to form a view of long-term, stable self-moral values.

- Constant learning is the prerequisite for the improvement of professional ethics

In our daily life, teachers should learn, summarize and reflect constantly, renew their concept of teacher’s ethics ceaselessly, so that the advanced concept of teacher’s ethics can be adapted to society and provide public with the correct mode of thinking [10]. Besides, morality is the embodiment of a person’s practical spirit, which is constantly practiced in society, to adhere to, and finally accumulate into one’s values. In that sense, our moral accomplishment is recognized by us in practice, and is practiced in cognition, which forms a continuous cycle and promote mutually. This is what called in practice to think, and in thinking to practice, thus ultimately form our lifelong value system. In fact, when someone set an example for students and society, he also lay a solid foundation for his future, so as to develop himself and others.

- Continuous devotion guarantees the improvement of professional ethics

When a person encounters problems, no matter what pressure the problems bring to him, first of all, he needs to have a good mentality and learn to face life with a smile, so that he will not have a pessimistic mentality to look at problems from the very beginning because of the difficulties, and cannot solve problems objectively and calmly; secondly, an inclusive mind will make people use of tolerance attitude to deal with problems, because everyone’s cognitive level is not the same, the perspective of the problem is also different, especially students, their cognitive limitations, sometimes their self-righteous so-called “correct” behavior may challenge the endurance of teachers, which requires an inclusive attitude towards students, teach them, and help them correct wrong views. In fact, when a teacher helps the student, that is the time the teacher cultivates his professional ethics, as advocated in the biography of Mother Teresa, “when we help others, the world becomes rich. In fact, it is to save our dry hearts.” This is just like what our ancients advocated: “One may stand up by

helping others to stand up. One may attain his goal by helping others to attain their goals.”

As a young teacher, when facing the pressure of life and various problems, that is the real time to refine his own values and to cultivate his moral quality is the mental state, moral quality and personality quality.

IV. ESTABLISHING A LONG-TERM CULTIVATION AND EVALUATION MECHANISM

The cultivation of young teachers’ moral accomplishment is a long-term process, which need to practice in their own teaching work with heart and soul. In order to establish a complete system of cultivating teachers’ ethics in colleges and universities, it is necessary to formulate a scientific cultivation and evaluation mechanism according to the conditions, so that teachers’ ethics is able to be transformed from external norms of conduct to their own moral needs, from passive to active, and then to make them change in their work.

A. Constructing a Reasonable Cultivation System

Constructing a reasonable cultivation system and putting the improvement of young teachers’ professional ethics into practice are proved as effective ways, one of which is named tutorial system, referring arrange the young teachers follow and be guided by the model teachers. After a period of “passing on, helping and leading”, the ability of both of them, the excellent model teacher and the young ones, get great improvement evidently.

Another useful way is to arrange the young teacher to be a head teacher of this major leading the whole class, which possibly brings some pressure to him but is also a good opportunity for growth. Some colleges and universities have regarded it as the necessary condition for young teachers to be promoted in their later professional titles. Meanwhile, the young teacher may be asked to be a specific tutor who in charge of at least one student applying for party membership. This job usually gives the teacher and the student some special sense of responsibility and achievement.

The third way is to choose some young teachers to go to the relevant professional posts and take part in job training, which enhance their sense of honor and responsibility in practice prominently.

The last but not least, it is better for schools to organize young teachers to participant multifarious activities, such as speech contests or sports skills consultation activities, so that young teachers get the stage to display their talents and ability, so as to get a sense of achievement in these activities.

B. Establishing a Reasonable Evaluation and Supervision Mechanism

To construct a reasonable evaluation and supervision mechanism, make unremitting efforts to improve the professional ethics of young teachers, and to establish rules and regulations and conducting supervision and assessment, are all considered to be significant ways to manage the teaching staff in colleges and universities [11]. In order to regulate and restrain young teachers’ professional ethics, colleges and universities should formulate detailed management, assessment

and supervision criteria on the cultivation of young teachers' professional ethics, which is definitely a long-term project and must be paid much attention.

Search some evaluation indicators of their professional ethics accomplishment: concern about national affairs through computers, mobile phones, support the basic line of the Party, whether the appearance is appropriate, whether there is public morality, how good faith, love classmates, treat classmates equally, pay attention to students' all-round development, rigorous work, improve teaching methods, strong professional ability, using the 5-grade scoring method of 1-5 points: bad 1 point, Not very good 2 points, general 3 points, good 4 points, good 5 points, take the way of teacher mutual evaluation, student evaluation, social comprehensive evaluation, etc.

C. Practice of Teachers' Ethics Assessment in Our College

Plato said: "The most moral people are those who have morality but still feel satisfied without appearances." From this point of view, as an important aspect of moral category, teachers' morality has rich connotations, which could hardly be summarized by a few simple indicators.

Some people say that teachers' morality was originally silent and supreme. It seems unreasonable and inappropriate to concretize it into scores. Moreover, whether the assessment of teachers' morality could be quantified into specific scores and whether the evaluation results are scientific and fair is a matter of different opinions. But in any case, there must be some basis for evaluation. Whether these indicators are determined reasonably and how to determine the weight of each indicator is a process of continuous improvement and exploration.

The establishment of evaluation criteria and assessment system of teachers' morality needs to pay attention to the following four aspects.

D. Effectively Playing the Role of Teachers' Ethics Assessment

Regular assessment of teachers in colleges and universities is a way of evaluating teachers and educators. It enables teachers to have a correct understanding of themselves, to effectively self-supervision, and to improve their self-ability. Teachers' professional ethics is the key assessment index for the estimation of young teachers in schools, which should be the right to decide whether to vote negatively. In this way, the assessment of teachers is directed correctly and the adjustment process must be fair and open. Only in this way can the assessment of teachers play a positive guiding role, which is also in line with the fundamental task of "building up morality and cultivating people" in colleges and universities.

V. CONCLUSION

Promoting the professional ethics of young teachers in colleges and universities is not only a subject in the field of education, but also a focus of socialism with Chinese

characteristics in the new era. The cultivation of teachers' professional ethics needs a long-term procedure, which is the process of teachers' self-discovery and self-growth, and the process of professional ethics accomplishment from heteronomy to self-discipline.

Colleges and universities must strengthen the importance of the cultivation of young teachers' ethics from the ideological point of view, create a strong atmosphere of learning from both virtuous and talented people, regard teachers' ethics as an important indicator of young teachers' evaluation and promotion, have a veto power, and actively go to a complete system of cultivating young teachers' ethics in colleges and universities [12]. More importantly, universities need to formulate a scientific cultivation system according to their own conditions. Young teachers should recognize in practice and practice in cognition. In this way, the cultivation of their professional ethics is able to have better ideas and models, and more in line with the needs of society.

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