

Realistic Dilemma and Transcendence of Prospective Teachers' Cultivation of Teachers' Morality under the Background of Li De Shu Ren

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Abstract

The cultivation of teachers' morality is the core of prospective teachers' education. It has important practical value for deeply implementing the fundamental task of Li De Shu Ren, meeting the construction of teachers in the new era, and cultivating teachers with noble moral sentiments. At present, in the process of cultivating teachers' morality, prospective teachers are faced with multiple dilemmas, such as the impact of multicultural values, the binary opposition between heteronomy and self-discipline, the separation of knowledge and practice in teachers' morality cultivation education, and the solidification of the evaluation model of teachers' morality cultivation. To break through these dilemmas, it is necessary to take socialist core values as the guidance and guide the cultivation of normal university students' ethics. Internalize the moral quality of normal university students with the main line of teacher's ethics construction; Take teacher's moral growth as the cultivation path to improve the teacher's moral level of normal university students; We will promote the cultivation of professional ethics among normal university students on the basis of diversified professional ethics evaluation.

Keywords

Li De Shu Ren; Prospective teachers; Cultivation of teachers' Morality.

1. Introduction

In November 2019, the opinions on strengthening and improving the construction of teachers' morality and style in the new era jointly issued by the Ministry of education and other seven departments clearly pointed out that "Building Morality and cultivating people should be put in the primary position, integrated into the whole process of education and teaching, and cultivate the heart, moral education and personality with the heart. [1]" under the background of Li De Shu Ren, we should study the cultivation of teachers' morality of prospective teachers and actively guide prospective teachers to think "How to establish their own" human morality "spirit and spread it to students through their own channels, [2]" Teachers' morality is the essential requirement and necessity of teachers' morality cultivation education for prospective teachers. Teachers' morality is an important discourse of teachers' team construction in China's cultural context. It must be rooted in Chinese excellent traditional culture to carry out its due scope and build the way of teachers' morality cultivation [3]. As the new force of the country's future teachers, prospective teachers should strengthen their teachers' morality cultivation and actively respond to the new era. The high standards and new requirements of teachers have important practical significance for giving full play to the educational role of teachers.

2. Value Appeal of Strengthening the Cultivation of Teachers' Morality of Prospective Teachers

2.1. Strengthening the Cultivation of Teachers' Morality of Prospective Teachers Is the Foundation of Li De Shu Ren

The book of rites · Xueji once said: "the king of ancient times, the king and people of the founding of the country, and teaching first." Up to now, China has always attached importance to education and regarded it as the foundation of the country. Education is an important cornerstone for promoting national rejuvenation and ensuring social progress, and its fundamental task is to train talents for the country. Since the 18th National Congress of the Communist Party of China, the party and the state have taken Building Morality and cultivating people as the fundamental task of education, creating a new situation in the development of China's education. In today's era, "what virtue?" and "what person?" are two fundamental questions that we must clarify. As the old saying goes, "a man can't stand without virtue, and a country can't stand without virtue. [4]" In terms of "Virtue", the country needs to establish "the great virtue of the country and subdue the people with virtue", while individuals need to establish "social morality" and deal with "personal morality". As far as "cultivating people" is concerned, it is to cultivate socialist builders and successors who have all-round development of morality, intelligence, physique, beauty and labor and can shoulder the great rejuvenation of the Chinese nation. Whether education can effectively respond to the two problems of "building morality" and "cultivating people", and cultivate talents with both morality and ability, the key lies in teachers. Teachers are located in the central link of Building Morality and cultivating people. Whether they can cultivate talents needed for overseas development is directly related to the grand plan of national development and national revitalization. As the prospective teachers of the country in the future, prospective teachers are a special group connecting the past and the future. They are not only the educated formed by education, but also the new force of education and teaching in the future. What kind of moral cultivation education prospective teachers receive will form a matching moral quality. From a macro point of view, this matching degree directly determines whether the national plan of Building Morality and cultivating people can be implemented. Therefore, strengthening the cultivation of teachers' Ethics for prospective teachers, understanding the essence of the times of Building Morality and cultivating people for themselves, helping prospective teachers establish noble teachers' professional ideals, correct teachers' professional attitude, cultivate teachers' professional feelings and practice teachers' professional conduct are of great significance to improving the overall quality of national talent training and promoting the rapid development of national education. It is of far-reaching significance to implement the fundamental task of Building Morality and cultivating people in the new era.

2.2. Strengthening the Cultivation of Teachers' Morality Is the Basis for Training Professional Teachers

Li Gou, a famous scholar of the Northern Song Dynasty, mentioned in Guang Qian Shu that "the foundation of goodness lies in teaching, and the foundation of teaching lies in Teachers". Its meaning is that whether a person is good or evil depends on his education, and the quality of his education depends on teachers. In his speech, general secretary Xi Jinping also mentioned the importance of teachers for talents cultivation and national revitalization. At the national education conference, we emphasize the value of the building of teaching staff and put it in a more prominent position. The quality of education comes from the quality of teachers, and the quality of teachers comes from the quality of teachers' ethics. prospective teachers are the new force of future teachers, who shoulder important national mission and historical responsibility. Whether prospective teachers can become qualified professional teachers should be

investigated from three aspects: first, the unswerving role and value identification of teachers' profession (teachers' Ethics); Second, the professional theoretical knowledge (knowledge view) possessed by teachers; The third is the professional ability (ability view) of teachers. The values of teachers' morality of prospective teachers play a leading role in these three aspects. If prospective teachers lack the recognition of teachers' professional roles and values (teachers' Ethics), but only have the professional knowledge and professional ability to engage in the teaching profession, they can only be regarded as "teachers" at best. Because prospective teachers' views and recognition of the teacher profession determine whether prospective teachers are really willing to choose the teacher profession in the future. At the same time, it also determines whether prospective teachers can devote themselves to studying teachers' professional knowledge and training teachers' professional ability. The recognition of teachers' professional role and value comes from the cultivation education of teachers' morality of prospective teachers. Teachers' morality is an ethical code and a guarantee force to maintain the order of education and teaching, restrict and standardize teachers' professional behavior [5]. Therefore, strengthening the cultivation of teacher ethics of normal university students can guide normal university students to form correct value identification, stimulate teachers' professional knowledge exploration, help teachers' professional ability improvement, and thus provide help for the construction of new professional teachers in the future.

2.3. Strengthening the Cultivation of Teachers' Morality of Prospective Teachers Is the Source of Promoting the Internalization of Teachers' Morality

Normal university students are the main source of pre-service teachers. As far as their role is concerned, the formation of teacher morality and accomplishment is not innate, but can be internalized by professional guidance and cultivation through school education. The cultivation of teachers' ethics begins with the determination of prospective teachers' identity and extends to the whole teachers' career in the future. The cultivation of teachers' morality of prospective teachers can not be completed overnight. It needs to be gradually internalized in the development process of mutual influence, integration and mutual confirmation of teachers' morality in the process of the integration of pre-service training and post service practice of prospective teachers. Therefore, the cultivation of teachers' morality of prospective teachers needs to pay attention to two aspects: on the one hand, in the process of cultivating teachers' morality, we should pay attention to the cultivation of prospective teachers' value orientation of "subject moral personality". Teacher's morality is a type of professional ethics. Its role begins with the determination of the role of prospective teachers, but before the determination, prospective teachers already have the main moral personality. A person's professional ethics is strongly influenced by his concept of life and is consistent with his basic morality [6]. This requires us to organically integrate the two and root the external concept of teachers' morality in the "subject moral personality" of prospective teachers. On the other hand, in different stages of teachers' development, the content and form of professional ethics cultivation are also different, especially in the initial stage of pre-service teachers' ethics cultivation, we should focus on cultivating the integration and unity of teachers' ethics, knowledge, will and behavior of prospective teachers. prospective teachers are in a critical period of pre service teacher cultivation. At this stage, their knowledge of teachers' morality, the feelings of teachers' morality, the meaning of teachers' morality and the trip of teachers' morality have important practical value for prospective teachers to adapt to the journey of teachers' career in the future. Therefore, strengthening the cultivation of teachers' ethics and further internalizing teachers' professional ethics in normal university students can help them form a scientific and reasonable career orientation of future teachers, thus laying a foundation for the professional growth of future teachers.

3. The Realistic Dilemma of Cultivating Teachers' Morality of Prospective Teachers

3.1. Multicultural Value Impact

Engels once pointed out that “every class and industry in society has its own unique moral concept. [7]” teachers' morality is a unique moral concept of teachers' profession. As one of the important elements of teachers' professional qualification, it is different from teachers' professional knowledge and teachers' professional ability. It is mainly the product of values and codes of conduct and has the characteristics of ideology. In the process of cultivating teachers' ethics of prospective teachers, the impact of multicultural values bears the brunt. With the continuous change and development of social culture, various values (such as Buddhist culture, utilitarianism, etc.) continue to derive and quietly penetrate into the group of prospective teachers, resulting in the cultural shackles of the cultivation of prospective teachers' concept of teachers' morality. Buddhist culture originates from the “decadence” of youth culture. In essence, it deviates from the mainstream values of society. It propagates a kind of vulgar values of “negative”, “pessimistic” and “no progress” [8]. In the realistic educational situation, this decadent Buddhist culture is easy to make prospective teachers deviate from the teacher profession, further weaken the prospective teachers' rational identification with the teacher profession, and thus produce the conflict between ostensibly obeying the Collectivist Value Orientation and privately advocating the individual value orientation. In other words, in the process of pursuing personal freedom, independence and self liberation, prospective teachers affected by Buddhist culture will ignore or offset the infiltration and internalization of the concept of group teachers' morality. Utilitarianism focuses on the value orientation of individual behavior to obtain personal interests. Influenced by utilitarianism, some prospective teachers have the utilitarian trend of learning purpose and career orientation. Especially under the impact of market economy, prospective teachers, as social members, lack the necessary love and dedication to teachers' professional cognition and career ideal, and are replaced by self-interest and profit seeking. For example, prospective teachers pay more attention to the stability of teachers' career Whether the vacation is long or not, whether the welfare treatment is good or not, ignores the noble pursuit of teachers' professional ideal, relaxes the self-improvement of teachers' ethics, and is not conducive to the cultivation of teachers' ethics of prospective teachers.

3.2. The Binary Opposition Between Heteronomy and Self-discipline

Teachers' morality is an important part of social moral connotation and a special form of morality in the specific profession of teachers. The relationship between them is the relationship between individuality and commonness. We can examine the “learning” or “acquisition” of teachers' morality from the perspective of morality. Jean Piaget, a famous Swiss psychologist, once proposed in his book children's moral judgment that children's moral judgment needs to experience two levels: “heteronomy (external standard)” and “self-discipline (internal standard)”. Therefore, we can see that in the process of cultivating teachers' morality, prospective teachers, as the main object, must also experience the Transformation From Heteronomy to self-discipline. However, there are great differences in age and cognitive level between prospective teachers and children, so they will face the binary opposition and conflict between heteronomy and self-discipline in the process of teachers' morality acquisition. First, from the beginning of teachers' ethics, it has obvious mandatory characteristics. Teachers' morality originates from the moral and ethical norms of “teachers' dignity” and “teachers are like fathers” in China's traditional culture, which belong to the “category of experience”. For prospective teachers, the acquisition of teachers' ethics norms is mainly the requirements and constraints of external teachers' ethics experience, not from the main pursuit of

prospective teachers' own character and professional ethics. Second, from the perspective of teachers' ethics, it has obvious indoctrination characteristics. Moral educators generally believe that teachers' morality has irresistible conventionality, so they lose their deep consideration of teachers' morality and ethics, and are often used to instilling cultivation. This kind of cultivation method, which is lack of observation and awakening, externally regulates the cultivation of prospective teachers' teachers' morality, which makes it difficult for prospective teachers to experience and generate self recognized conventional ethics from their heart. Third, from the evaluation of teachers' ethics, it has strong exemplary characteristics. In the process of practicing teachers' ethics, people often pay attention to whether prospective teachers can keep up with the "benchmark" in the teacher industry. This imitative and comparative evaluation thinking will weaken the endogenous consciousness of prospective teachers' personality subject to a certain extent, which will lead to the disgust and resistance of prospective teachers to teachers' moral behavior.

3.3. Cultivation of Teachers' Morality and Separation of Knowledge and Practice In Education

Teacher labor is a kind of labor supported by value and a significant moral activity [9]. Mr. Tao Xingzhi, a famous educator in China, once proposed that "action is the beginning of knowledge, and knowledge is the success of action." the cultivation of teachers' morality of prospective teachers is a process of mutual unity and interaction of knowledge, emotion, meaning and action. The main symbol to test the teachers' moral quality and level of prospective teachers is their "teachers' moral behavior". In the actual educational practice, the cultivation of prospective teachers' teachers' morality still stays in the link of "knowledge", and the implementation of prospective teachers' teachers' morality is still not enough. On the one hand, from the perspective of the cultivation mechanism of normal education, restricted by the traditional instrumental rationality, there is a large deviation in the value orientation of the cultivation of prospective teachers in many normal universities. The focus of work often focuses on the explanation of teachers' professional knowledge and the training of teachers' Professional skills. As a metaphysical ideology, the content of teachers' morality is often placed in a "non central" position, For the cultivation and penetration of prospective teachers' teachers' professional ethics, this mainly adopts the mode of classroom teaching. The cultivation of teachers' ethics lacks systematic design and arrangement of practical activities. The whole cultivation education of teachers' ethics is usually replaced by a course such as teachers' code of professional ethics or educational policies and regulations and teachers' ethics. If it only stays at the level of knowledge transmission, it will only make prospective teachers feel that the cultivation of teachers' ethics is empty and boring. On the other hand, from the content design of teachers' ethics curriculum, its content mainly covers teachers' professional philosophy, teachers' professional ethics, educational policies and regulations and so on. The internal arrangement logic of the course is modular, and the course content is single and rigid, which is divorced from the reality of students' life. Although the knowledge of teachers' ethics is an important carrier for the cultivation of teachers' ethics of prospective teachers, it is different from the traditional educational ontology knowledge. The learning and application of teachers' ethics knowledge does not depend on rote memorization of knowledge content, but on the recognition and internalization of teachers' ethics knowledge to convey information, and participate in the experience and practice of matching moral activities.

3.4. Solidifying the Evaluation Mode of Teachers' Morality Cultivation

Teachers' morality is an integrated structure with value pursuit and emotional experience as the core [10]. Moral evaluation faces a complex spiritual system, so it is difficult to reflect it with a simple linear quantitative relationship [11]. Whether the evaluation of teachers' ethics is legitimate and reasonable is related to the institutional justice of teachers' ethics. In the process

of cultivating prospective teachers' teachers' ethics, how to effectively evaluate the cultivation of prospective teachers' teachers' ethics has always been a long-standing educational problem. In the process of teachers' ethics evaluation of prospective teachers, the biggest problem is how to effectively examine teachers' professional ethics at the value level of prospective teachers. Influenced by the traditional examination oriented education and curriculum evaluation methods, the solidification of evaluation model is very prominent in the practical evaluation of teachers' morality cultivation of prospective teachers. From the perspective of evaluation orientation, the current evaluation mainly focuses on whether prospective teachers master and understand the content requirements of teachers' professional ethics, while ignoring the value demands and teachers' moral identity of prospective teachers as independent individuals. From the perspective of the evaluation subject, the evaluation subject of prospective teachers' Cultivation of teachers' ethics is single, which is mainly taught by teachers' ethics. Teachers evaluate students' classroom academic performance and final test scores. From the content of the evaluation, the focus of the examination is mainly on the examination of the knowledge points in the chapters of teachers' ethics teaching materials, as well as the prediction and analysis of specific teachers' ethics cases, lacking the consideration of the individual real intention of prospective teachers. From the object of evaluation, prospective teachers, as future "prospective teachers", it is difficult to grasp the evaluation of their teachers' ethics. The practice of prospective teachers' teachers' ethics is a future professional behavior, so they can only be predicted rather than qualitative. From the type of evaluation, the vast majority of schools' evaluation of prospective teachers' Cultivation of teachers' morality is based on summative quantitative evaluation. This type of evaluation can evaluate prospective teachers' superficial mastery of teachers' ethics knowledge and case analysis of teachers' ethics, but it is difficult to evaluate prospective teachers' individual deep-seated value identification and behavior motivation of teachers' ethics.

4. The Realistic Path to Surpass the Dilemma of Cultivating Teachers' Morality of Prospective Teachers.

4.1. Guided by the Socialist Core Values, Leading the Cultivation of Teachers' Ethics of Prospective Teachers

Teachers' ethics is a code of conduct and conduct that teachers should abide by in regulating and handling various relationships in their occupation life, as well as the sense and thinking quality displayed in dealing with these relationships. Teachers' morality has significant directional characteristics in the field of education. Therefore, in the process of cultivating prospective teachers' teachers' ethics, we should focus on the guidance and guidance of prospective teachers' correct value orientation. Since the eighteen Party's Congress, general secretary Xi Jinping has repeatedly stressed the importance of building a powerful country in education as a basic project for the great rejuvenation of the Chinese nation. As an important part of the national talent training system, the level of teachers' morality determines the development quality of national education and the revitalization of the nation in the future. First of all, as the mother machine for the cultivation of prospective teachers, normal universities should, according to the socialist core values and the national requirements for the construction of teachers' Ethics in the new era, combined with the characteristics and positioning of normal universities with teacher education as the main body, develop implementation methods for the cultivation of teachers' ethics of prospective teachers in line with the trend of the times, actively coordinate the scheme and mechanism for the cultivation of teachers' ethics of prospective teachers, and from the perspective of policy guidance, Clarify and optimize the direction and path of prospective teachers' Cultivation of teachers' ethics. Secondly, it is necessary to highlight the subjective status of normal university students in the

process of moral cultivation. We should actively listen to teachers' opinions and suggestions on the subject in the formulation of teachers' moral cultivation program, the design and arrangement of teachers' moral courses, and the implementation and evaluation of teachers' moral courses. When normal university students participate in it, their sense of ownership of learning will naturally be enhanced, and in the process of participating in learning and practice, they can better play their initiative and enthusiasm in learning. Finally, in the process of cultivating teachers' ethics of prospective teachers, teachers, as the executor of cultivating teachers' ethics, should actively carry forward and implement the socialist core values, organically integrate them into teachers' courses, penetrate into every link of cultivating teachers' ethics of prospective teachers, timely guide prospective teachers to abandon the induction of bad value orientation and cultivate patriotism, bravely undertake the great historical mission of national rejuvenation and deeply understand the era value and significance of teacher ethics education.

4.2. Internalizing the Quality of Teachers' Morality of Prospective Teachers with the Construction of Teachers' Morality as the Main Line

The subjective construction of teachers' morality is very important for the transformation of educational ethical value from what should be to what is and the ultimate realization of educational goodness[12]. In the traditional process of cultivating teachers' ethics, prospective teachers are often formulated as learners of teachers' ethics knowledge and scrupulously abide by teachers' ethics and behavior norms, and the main role and status of prospective teachers are naturally weakened. As prospective teachers, prospective teachers' professional ethics is rooted in prospective teachers themselves. In other words, prospective teachers are the main body of the practice of teachers' morality. Without the main body of teachers' morality, it is impossible to talk about the construction of teachers' morality. First of all, the cultivation of teachers' ethics of prospective teachers should follow the law of moral acquisition, and pay full attention to the thoughts and feelings of prospective teachers on teachers' ethics education. prospective teachers' compliance with teachers' professional ethics is mainly divided into two levels: heteronomy level and self-discipline level. prospective teachers can change from heteronomy level to self-discipline level only if they have a deep understanding and rational recognition of teachers' ethics. Therefore, in the process of cultivating teachers' morality, we should actively formulate the implementation plan for prospective teachers' recognition of teachers' profession and teachers' moral values, and carry out teachers' profession and teachers' moral values education for prospective teachers through observation, speech, debate, introspection and other ways. Secondly, we should highlight the subjective position of prospective teachers in the cultivation of teachers' ethics. We should actively listen to the opinions and suggestions of prospective teachers on this topic in the formulation of teachers' ethics cultivation plan, the design and arrangement of teachers' ethics curriculum, the implementation and evaluation of teachers' ethics curriculum, etc. When prospective teachers participate in it, their sense of ownership of learning will naturally enhance. Only in the process of participating in learning and practice can they give better play to their learning initiative and enthusiasm. Finally, in the process of cultivating teachers' ethics, we should focus on improving the level of teachers' ethics literacy of prospective teachers. Teachers' moral quality of prospective teachers is mainly composed of three abilities: Teachers' moral judgment, selection and evaluation. In the process of cultivation, teachers should actively create appropriate educational situations so that prospective teachers can further understand the value and significance of teachers' moral literacy in the process of experience, perception and speculation.

4.3. Take the Growth of Teachers' Ethics as the Cultivation Path to Improve the Level of Teachers' Ethics of Prospective Teachers

As an important ethical dimension of teachers' moral cultivation, teachers' moral growth is not only the confirmation of teachers' professional value, but also the internal demand of teachers' moral quality improvement. In the traditional situation of cultivating teachers' ethics of prospective teachers, people often pay attention to whether prospective teachers have learned systematic knowledge of teachers' ethics and whether they can pass the relevant tests of teachers' ethics. This narrow thinking mode blocks the multiple paths of cultivating teachers' morality of prospective teachers. The cultivation of teachers' morality should follow the basic value orientation of the unity of knowledge and practice, and the unity of teachers' morality, knowledge, emotion, intention and behavior should be implemented in the specific operation process. First of all, we should establish the cultivation concept of prospective teachers' moral growth. prospective teachers are not only the initial link in the integration process of teachers before and after service, but also the key period to accept the concept of teachers' morality, learn teachers' moral knowledge and understand teachers' moral emotion. Therefore, in the process of cultivating teachers' morality, we should put prospective teachers in the whole process of teachers' training and growth, especially pay attention to prospective teachers' rational recognition of teachers' moral value orientation and subsequent teachers' moral growth. Secondly, we should actively innovate the cultivation mode of teachers' morality of prospective teachers in the school, and promote the mutual transformation of teachers' moral knowledge and teachers' moral behavior. Normal universities can try to change the traditional single theory teaching mode, design curriculum modules centered on activities, and let prospective teachers realize the value of teachers' ethics by "inviting in (i.e. inviting front-line teachers' ethics pacesetters in primary and secondary schools)" and "going out (i.e. leading students to observe and interview front-line excellent teachers)". Finally, we should give full play to the supporting role of off campus education base. Experiencing the real educational work field is helpful for prospective teachers to understand the connotation of teachers' morality, feel the value of teachers' morality, and form effective teachers' moral behavior. The school can take various social practice activities of the base school (such as internship, internship, on-the-job internship, etc.) as the carrier and build a simulated teacher ethics experience platform in the "U-S" joint mode. With the help of relevant theoretical training, special lectures on Teacher Ethics and the help of new and old teachers, prospective teachers can experience the transformation and integration of teacher ethics, knowledge, emotion, intention and behavior.

4.4. Promote the Cultivation of Teachers' Morality of Prospective Teachers Based on Diversified Evaluation of Teachers' Morality

Scientific and effective evaluation is one of the important links in normal university students' moral cultivation education. The so-called evaluation of teachers' morality cultivation of prospective teachers refers to the moral value prediction and evaluation activities carried out by educators on teachers' moral value identification, mastery of teachers' moral knowledge, emotional edification of teachers' morality, firm will of teachers' morality, choice of teachers' moral behavior, etc. according to the requirements of primary and secondary school teachers' professional ethics and code of conduct. The cultivation of teachers' morality of prospective teachers belongs to the category of moral value, which is different from the pure knowledge acquisition curriculum. The cultivation of teachers' morality includes not only the understanding and mastery of the content of teachers' morality knowledge and the requirements of behavior norms, but also the recognition and response to the internal value demands of teachers' morality norms. The comprehensive evaluation of prospective teachers' moral cultivation education should start from the following aspects. Firstly, change the

evaluation concept, from knowledge evaluation to value identification evaluation, that is, from simple knowledge of teachers' morality to the identification of teachers' moral value demands, and strengthen the recognition and internalization of teachers' moral knowledge, code of conduct and meaning by prospective teachers. Different from in-service teachers, prospective teachers have not experienced real educational practice, and their understanding and understanding of teachers' ethics only exist in ideas. Therefore, to cultivate and evaluate their teachers' ethics quality, we should focus on prospective teachers' recognition and internalization of teachers' ethics values. Secondly, it highlights the diversification of evaluation subjects, that is, the transformation from single subject evaluation of teachers to multi subject (teachers, students and self) evaluation. The evaluation results are composed of students' self-evaluation, students' mutual evaluation and teachers' other evaluation. The traditional evaluation of a single teacher subject is easy to cause the problems of one-sided evaluation and low evaluation validity. Increasing students' mutual evaluation and students' self-evaluation is conducive to students' understanding and recognition of teachers' ethics. Finally, from summative evaluation to formative evaluation, from the traditional single "one volume for life" evaluation to diversified evaluation with rich content and diverse forms (group discussion, case review, teacher ethics model interview, etc.) and students' independent participation. The formation of teachers' moral values is a process from outside to inside. Therefore, highlighting the main position of prospective teachers, actively creating teacher ethics study activities and paying attention to the formative evaluation of teacher ethics learning are the inevitable choice to promote the cultivation of teacher ethics of prospective teachers.

5. Conclusion

The cultivation of teachers' morality of prospective teachers is a systematic and complex project. In the process of cultivating prospective teachers' teachers' ethics, it is inseparable from the positive guidance of society, the overall arrangement of schools and the effective guidance of teachers, as well as the students' value recognition, responsibility and independent perception. In the new historical period, how to infiltrate the essence of the era of Building Morality and cultivating people into the cultivation of teachers' morality of prospective teachers, how to effectively break through the shackles and difficulties of teachers' Morality Cultivation of prospective teachers, and further improve the cultivation level of teachers' morality of prospective teachers will still be an unavoidable task for normal colleges and universities.

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