

Exploration of Teachers' Moral Construction for Normal Students in Colleges and Universities in the New Era

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Abstract

Teachers' moral education for normal students is not only the inevitable trend of teachers' professionalization, but also the requirement of the times for the connotative development of teachers' education. This study analyzes the importance of teachers' moral education for normal students in colleges and universities in the new era and the existing problems of teachers' moral education. Besides, this paper probes into the path of teachers' moral construction for normal students in the new era from strengthening value guidance, optimizing the setting of teachers' moral education courses, respecting the dominant position of students, improving educational evaluation, giving play to the important role of educational internship and practice and building a campus culture of respecting teachers and valuing education. It is expected to provide a reference for the improvement of normal students' morality in colleges and universities.

Keywords

Teachers' morality; Normal students; Education.

1. Introduction

At present, the worldwide moral education crisis is becoming more and more serious. It is in urgent need to further reform the moral education curriculum, especially the cultivation curriculum of moral education. [1] As the effective force and reserve of teachers, normal students directly determine the morality of teachers in the future and the sustainable development of national education in terms of the cultivation of their morality. Teachers serve as the foundation of education, and teachers' morality is their soul. As future teachers, normal students directly affect the quality of national talent training concerning their ideological and moral quality. For this reason, strengthening teachers' moral construction for normal students is of great practical significance to promote the development of education.

2. Problems in Teachers' Moral Education for Normal Students

2.1. Unclear Orientation of Teachers' Moral Education

Although colleges and universities are paying more attention to the cultivation of teachers' morality for normal students and make corresponding explanations in the talent cultivation plan, there is still a lack of clear and detailed elaboration on the status and role of teachers' moral education in the cultivation of normal students, which leads to the inconsistency of understanding among subjects like college and university teachers as well as inconsistent behavior in the cultivation of teachers' morality for normal students.

2.2. Lack of Special Courses for Teachers' Moral Education

From the perspective of the curriculum system for normal students, the courses related to the cultivation of teachers' morality mainly include introduction to the basic principles of Marxism, educational psychology, curriculum design and evaluation, etc. Contents about teachers'

morality in these courses are too scattered, which requires teachers to integrate and emphasize in order to attract the attention of students. At present, the cultivation of teachers' morality is lack of corresponding specific courses as support, which is not conducive to its systematic cultivation. At the same time, the current courses related to the cultivation of teachers' morality mainly focus on theoretical contents. There is a lack of practical courses for the purpose of training students' quality and practical ability of teachers' morality, which makes it difficult for normal students to smoothly transform their understanding of teachers' morality into practical ability [2].

2.3. Ignoring the Subjectivity of Students

In the actual cultivation of teachers' morality of normal students, teachers often arrange the contents of teachers' moral education and choose education methods according to their subjective understanding or previous experience. They tend to ignore the actual situation and needs of students, resulting in the fact that the final development of teachers' moral training activities cannot achieve the expected effect.[3]

2.4. Attaching Importance to Knowledge Teaching and Skill Training, But Ignoring the Cultivation of Teachers' Morality

Normal colleges and universities that undertake talent training often focus on professional knowledge learning and vocational skill training, while there are few courses in the cultivation of teachers' morality and professional identity.[4] During course teaching, teachers pay attention to the knowledge teaching and skill training of free normal students, ignoring the education of teachers' moral cultivation, professional identity and homeland feelings in combination with teaching contents. Subsequently, normal students' understanding of teachers' morality only stays on the empty surface. It is difficult for them to appreciate the spirit contained therein, and thus they do not have high enthusiasm and initiative to participate in practice [5].

2.5. Occupational Cognitive Bias

The irrational choice in reality causes normal students to have one-sided and emotional cognition of being teaching staff. They can not face the responsibilities and obligations undertaken by this profession.[5] In addition, some normal students do not aim to become excellent teachers or educators, and are unwilling to engage in the teaching profession, let alone teach in weak schools in underdeveloped areas. In order to gain more advantages in job hunting, normal students focus on the learning of practical knowledge and skills, rather than take the initiative to improve themselves and be better qualified for the teaching profession.

2.6. Unswerving Career Ideal

Professional ideal stimulates and regulates professional behavior. Influenced by utilitarian values, some normal students choose to teach not out of their love for the teacher profession, but more driven by the hidden interests behind the teacher profession, such as strong policy support, good job stability and generous welfare treatment. To a certain extent, they weaken the active pursuit of teachers' professional ideal and relax the self-improvement of teachers' professional morality. In addition, the high expectations of current social development for education further promote the high standards and strict requirements of teachers' profession. There is a large gap between the actual situation of on-the-job teachers and the ideological expectations of young people, which shakes normal students' belief in teaching.

3. The Practical Path of Cultivating Teachers' Morality for Normal Students

The cultivation of teachers' morality, as an indispensable process of moral internalization for normal students, should be contained in talent training. A three-dimensional and smooth path with various dimensions should be explored to cultivate teachers' morality. It is expected to fully mobilize the forces of all parties after class, inside and outside schools to jointly build the systematic project of teachers' moral education for normal students.

3.1. Strengthening Value Guidance and Improving the Connotation of Teachers' Moral Education

First of all, normal colleges and universities should formulate and improve the relevant rules and regulations and optimize the ways and means of teachers' moral education. Then, it is necessary to strengthen the importance of normal students' learning of teachers' morality, promote the transformation of teachers' morality to internal ideas and conscious actions, urge normal students to form a correct understanding of teachers' mission and professional role, bear in mind the moral requirements and value position of teachers' profession, and stimulate innovation, creative enthusiasm and sense of social responsibility. Finally, it is recommended to guide normal students to realize the professional value and significance of teachers' moral education. According to the training requirements of professional teachers, it is suggested to take the development of normal students as the foundation, innovate the mode of teachers' moral education, broaden the channels of teachers' moral training, and strengthen the cultivation of teachers' moral consciousness.

3.2. Optimizing the Curriculum of Teachers' Morality Education

On the basis of original curriculum system and curriculum teaching practice, colleges and universities should add special courses for the cultivation of teachers' morality, for the purpose of providing specific and direct curriculum support for the cultivation of teachers' morality of normal students.

3.2.1 Improve the talent training program, take teachers' professional morality as a compulsory module for normal students' training and teacher training, and set up elective courses related to teachers' moral education as a supplement. Take curriculum teaching as the focus, impart the knowledge of teachers' morality, improve the cognition of teachers' morality, and integrate the cultivation of teachers' morality into class teaching.

3.2.2 Excavate the fitting points and realize the integration of teachers' moral education with various courses. Teachers' moral education cannot be completed by one course. Colleges and universities should pay full attention to the role of educational courses and professional courses in teachers' moral training, unearth the contents of teaching materials and find the penetrating point of teachers' moral education.[6] For example, the chapters related to teachers' morality in educational courses can be taken as the teaching focus. Teaching methods can be innovated to strengthen normal students' cognition of the teaching profession.

3.2.3 Increase practical courses for teachers' moral training. In order to promote normal students to transform the contents of teachers' morality they have learned into practical behavior patterns and habits, colleges and universities should appropriately add some practical courses of teachers' morality, so that students can gradually deepen their understanding of the contents of teachers' morality in the context and practical course learning. For example, colleges and universities can organize and carry out the training courses of practical skills for normal students once a month, and conduct simulation exercises in combination with social hot education contents, so that students can perceive and adjust their professional moral performance in specific scenes.

3.2.4 Establish a research center for teachers' moral construction, carry out the research on the content and path of teachers' moral construction for normal students and the cultivation of teachers' morality, and take academic research as a platform to improve the theoretical ability of teachers' moral education for normal students.

3.3. Respecting Students' Dominant Position

Normal students have their own understanding and views on teachers' moral education. It is necessary to respect students' individual differences and overcome the shortcomings of the emptiness, singleness and formalization of traditional teachers' moral education. It is proposed to explore the integration of teaching content and students' experience, create favorable conditions and guide students to actively participate in teachers' moral education.

3.3.1 Pay attention to the development of teachers' moral training activities under open conditions. Teachers in colleges and universities can create corresponding teaching situations or problem situations around the ideological and moral qualities that normal students should have, let students contact the scene and analyze the problems in the scene alone or in cooperation, and promote the solution through their own thinking and action, so that students can deepen the understanding of teachers' morality in open practice.

3.3.2 During normal teaching, teachers should leave more time for students to think and discuss, so that students can solve some difficulties and problems with their own or collective ability, and deeply perceive teachers' morality in independent interaction and learning.

3.3.3 Create a personalized teachers' moral training classroom. Colleges and universities can open up the second classroom of teachers' moral education with network, so that normal students can conduct in-depth learning and thinking of teachers' moral contents in their spare time, and smoothly integrate the learned teachers' moral contents into their daily thoughts and behaviors through the guidance of teachers' moral practice methods. It is expected to promote students to have solid teachers' morality.

3.3.4 Strengthen normal students' self-learning and management, improve teachers' professional ideals and beliefs, and consciously resist the temptation of unhealthy information in network resources, film and television works and mass media. Combining with the teaching of discipline and professional knowledge, normal students should consciously cultivate the ability to obtain, screen and identify information, guide physiological judgment and make appropriate choices, actively weaken the negative impact caused by the conflict of multiple values, and create a good external atmosphere and public opinion support for the practice of teachers' morality.

3.4. Improving Education Evaluation

In view of the fact that the traditional evaluation of teachers' morality focusing on the mastery of moral knowledge but failing to objectively reflect the actual deviation of teachers' morality of normal students, it is necessary to build a flexible, open and diversified evaluation method of teachers' morality based on the daily life of normal students, and analyze and evaluate the cultivation effect of teachers' morality with scientific evaluation methods.

3.4.1 Pay attention to the multidimensional evaluation contents. Students have different superior intelligence. The comprehensive quality of students is evaluated from the three aspects of truth, goodness and beauty based on teachers' morality, and from the dimensions of knowledge mastery, practical ability and realistic behavior.

3.4.2 Realize the diversification of evaluation methods. Pay attention to the combination of formative evaluation and summative evaluation, and the combination of theoretical assessment and practical assessment. For example, establish learning archives, write social practice reports, reflect after class, record the changes of students' knowledge, practice behavior and emotional attitude in the process of cultivating humanistic quality, help students learn self-evaluation and

self-reflection, improve learning quality, promote students' development, and truly reflect the effect of internalization, show the results of externalization.

3.5. Give Full Play to the Important Role of Educational Internship and Practice

Educational internship and practice not only teach how to prepare lessons and how to attend classes, but also include the experience and cultivation of teachers' morality. Colleges and universities as well as normal students often regard the learning of educational and teaching skills as the main task of educational internship and practice, thus ignoring the best opportunity for the cultivation of teachers' morality. Colleges and universities should formulate specific objectives for teachers' moral practice and give full play to the important role of educational practice.

3.5.1 Further strengthen the implementation of the regular internship and internship system for normal students. Adhere to the principle of integrating theory with practice and take practice as an important standard of teachers' moral education in practice.

3.5.2 Realize the diversification of social practice forms and cultivate normal students' high-quality educational feelings. The practice of teachers' morality is a yardstick to measure the level of teachers' morality. Teachers' moral education has flexible and diverse practical activities, whether collective or individual, whether inside or outside. For example, normal universities can actively maintain close contact with local social organizations, design targeted, phased and continuous social volunteer service activities, and provide a broad platform for normal students to practice their teachers' morality.

3.5.3 Make effective use of teachers' moral practice activities and practice teachers' moral norms. Among the training programs of normal students in various normal universities, educational internship and educational practice are the most commonly used and best practical activities of teachers' morality. Education internship is short and carried out alternately with explicit courses. Through the "trial teaching and trial work" activities in internship and practice, normal students can be effectively guided to realize the importance of teachers' morality in the real educational situation and stimulate their motivation to improve their teachers' morality inside.

3.6. Focusing on the Cultivation of Teachers' Morality of Normal Students and Building A Campus Culture of Respecting Teachers and Valuing Education

Campus culture is an effective carrier of moral education. Normal colleges and universities should build a campus culture with the characteristics of teacher education, silently nourish the cultivation of normal students' moral quality.

3.6.1 Build the environment of teachers' morality and infiltrate the education of teachers' morality into the physical space of students' study and life. For example, select some famous poems about education on the bulletin board, draw blackboard newspaper, wall painting and well cover painting; Build or transform cultural corridors and pavilions of patriotism and teachers' morality.

3.6.2 Pay attention to the educational role of campus culture construction. Optimize the environment of teachers' moral education, take the formation of good school spirit, teaching style and study style as the fulcrum, and improve the people-oriented work management mechanism. Take the "deviant behavior" of teachers in reality as a warning, and encourage normal students to constantly introspect and improve themselves.

3.6.3 Pay attention to the example power of teachers. Teachers should take practical actions to guide and practice morality, and enhance the professional identity of normal students. Normal students have strong plasticity and give full play to the leading role of teachers' role models in the cultivation of teachers' morality. Cultivate students' awareness of alignment by watching

documentaries, visiting, or holding special reports, debates, symposiums and other models of noble ideas, exemplary behavior and outstanding achievements.

3.6.4 Carry out education activities on teachers' morality and style based on classes and grades such as the keynote speech on teachers' morality, inviting excellent teachers to give special lectures on teachers' morality, finding the most beautiful teachers around, telling the most beautiful stories, signing the letter of commitment on teachers' morality, taking an oath on teachers' morality, etc. Take the colorful campus cultural activities as the platform to carry out the publicity and education of teachers' morality, edify the teachers' morality and emotions of normal students, make students receive the imperceptible education of teachers' morality and improve the quality of teachers' morality.

4. Conclusion

In the context of the new era and social development, the cultivation of teachers' morality for normal students, as a complex and arduous systematic project, is not only related to the foundation of national education, the future of national mankind, but also related to the development of students' body and mind. The cultivation of teachers' morality needs the society, colleges and universities and normal students to give full play to the roles to participate in the cultivation of teachers' morality, form an integration effect, and lay a realistic foundation for the improvement of the overall quality of teachers' morality in the future.

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