

## Three Levels Analysis of Teachers' Morality in the New Era

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### Abstract

Since the 18th CPC National Congress, with Xi Jinping at its core, the CPC Central Committee has considered the relationship among education, teachers and teachers' morality from the perspective of the times, the unified consciousness and strategic thinking. The centennial plan is based on education, the cause of education is based on teachers, and the teacher is the soul of the moral integrity. To cultivate people by virtue is the fundamental task of education, and the cultivation of teachers' morality is an necessary requirement for the implementation of fostering virus through education. The new era provides new opportunities for the development of teachers' morality, which is in line with the connotation of social elements, the development of teachers' subjects, and the development of students' lives under the new demands of the times.

### Keywords

Teacher's morality; Teacher's moral development; New era.

### 1. Introduction

In order to better build the socialist modernization with Chinese characteristics in the new era, promote the modernization of educational development, cultivate talents who support the cause of socialism, and change the contradiction between the people's growing educational demands and the imbalance and inadequacy of education, the 18th National Congress of the Communist Party of China made specific arrangements for the issue of "who to train, how to train, and for whom". The key to answering the above questions lies in conscientiously executing the command of the CPC and thoroughly implementing the fundamental task of strengthening morality education.

The new chapter of socialism puts forward the demands of the times for builders and successors. Talent is the basis of virtue, and virtue is the commander of talent. The centennial plan is based on education, the cause of education is based on teachers, and the teacher is the soul of the moral integrity. To forge talents of the times who can build prosperous century, undertake historical missions and shoulder the responsibility of rejuvenation needs a team of teachers with first-class style, considerable expertise and excellent quality. The construction of teachers' morality and style is the internal requirements and important guarantee of the high quality professional teachers' team [1].

In 2018, the General Office of the Central Committee of the Communist Party of China and the Office of the State Council issued the "Opinions on Comprehensively Deepening the Construction and Reform of Teachers in the New Era". The opinions put the construction of high-quality teachers' professional team to the national strategic position from the external force. It is a landmark document on the way of building the professional team of teachers in China, which provides policy guarantee for the development of teachers' professional quality and teachers' morality. The notice of the Ministry of Education and other five departments on the issuance of the "Teacher Education Revitalization Action Plan (2018-2022)" also expounds the requirements for the construction of high-quality professional teachers. The general secretary emphasized that teachers' morality and style should be the first criterion for evaluating the quality of teachers [2]. In the new era, we need to take teachers' ethics as the

focus of teachers' professional team construction, shape teachers' professional ethics, and let teachers' professional quality develop on the basis of ethics, so as to improve the teaching quality, improve the school running level, expand high-quality educational resources, and meet the people's high-quality educational demands.

The new era of socialism with Chinese characteristics not only provides an opportunity for the development of teachers' ethics, but also promotes the integration of teachers' ethics development with social elements, teachers' development and students' development.

## **2. Political Direction: Firmly Abide by the National Guidance**

### **2.1. Adhere to the Party's Leadership**

China attaches great importance to the education of teachers' ideological and political and the cultivation of teachers' morality and style. Since the 18th CPC Central Committee, with Xi Jinping at its core, the CPC Central Committee has considered the relationship among education, teachers and teachers' morality from the perspective of the times, overall awareness and strategic thinking. First of all, education is the key point to inherit Chinese civilization, spread Chinese culture and establish national self-confidence. The agglutination of national spirit and soul needs education promotion and the prosperity of the country needs the help of education. Secondly, the importance of educational development and reform lies in teachers. As gardeners of cultivating national talents, teachers have an unshakable backbone position in educational work. Finally, the foundation of teachers' behavior and their cause of education lies in their morality. Improving teachers' self-cultivation of morality is not only the inevitable requirement of implementing the fundamental task of building morality and cultivating people, but also the due meaning of the party and the state to cultivate socialist builders and successors at the era node of comprehensive rejuvenation.

### **2.2. Strengthen the Direction of Socialism**

From the perspective of historical materialism, morality is historical and class. First of all, morality is specific and historical, and morality in each historical period has its different characteristics; Secondly, morality generally recognized and accepted in the social environment should be consistent with certain class requirements [3]. Engels also said that "until now society has been moving in class opposition, so morality is always the class morality" [4]. Teachers' morality has certain class attribute and political connotation. Teachers' morality in social ideology must conform to the socialist political position and take the socialist core values as the value criterion of construction, so as to foster virtue through education, nourish guiders with patriotism and concerned about the national destiny, national development and people's well-being, and cultivate talents of the times with the unity of instrumentality and humanism.

China in the new era needs moral teachers with socialist era consciousness. These teachers need to constantly improve their professional quality, shoulder the important task of training, and establish the moral realm of self-cultivation. With this kind of loving and dedicated teachers, we can cultivate people in the socialist era who adhere to the ideal of life, have a firm moral position, have extensive knowledge and advanced ideas.

## **3. Economic Value: Accord with the Economic Foundation of Society**

### **3.1. Content of Teachers' Ethics Based on Economy**

The ethical research paradigm under the guidance of historical materialism points out that social ideology is a reflection of a specific economic foundation. Social psychology, social ideology and social non-ideology jointly build the framework of social consciousness, so the social morality belonging to ideology is always deeply affected by the specific mode of

production, especially the ownership relationship and class relationship of specific means of production. Marxist ethics also points out that the moral norms and ideas that reflect the interest pursuit of a specific class are not universal and eternal. They will be constantly updated with the distribution of class interests and the changes of economic relations. As China's economic development enters a new era, from the perspective of great revival of the Chinese dream, the national requirements for the construction of teachers' ethics also reflect the thinking of the new era. To build China into a modern powerful education country, the new era not only desires teachers with rigorous teaching, but also dream builders with a sense of historical mission and social responsibility.

### **3.2. Adaptation and Transcendence of Teachers' Ethics under Market Economy**

The transformation and development of the socialist market economy to high quality is bound to build a new morality spirit. The morality spirit, under the influence of external economic factors, will produce moral cognition, moral emotion, moral will and moral behavior that are compatible with the development of the market economy. First of all, erased by the traditional economy the subjective consciousness will gain tension in the new era. The autonomy and independence of individuals have been actively developed under the market economy. Rising teachers' subject consciousness and independent consciousness will provide a new growth point for the development of their morality. The moral and ethical relationship of "I-you" will gradually replace the past unequal relationship between master and inferior. The collision of ideas, the imparting of knowledge, and the exchange of emotions will be carried out in equal intercourse. Secondly, the market economy will also bring challenges to the construction of teachers' morality in the new era. A dual impact on teacher morality is demonstrated by the socialist market economy. Modern teacher morality will overcome the internal moral defects of the economy while actively adapting to the social and economic transformation, and finally realize the dialectical unity of instrumental rationality and value rationality. Eroded by egoism, individualism and materialism, teachers' spiritual world and the educational ethical order are breaking down. When constructing ethics, preceptor should grasp the positive value for cognitive restructuring, clarify individual social roles, recognize their own professional needs, discern the value bias of ethical lack, and internalize teachers' ethics into moral rules based on practical rationality.

## **4. Cultural Orientation: Return to Life Development**

Ethics culture, educational culture and social culture is symbiosis. Education in the traditional cultural environment emphasizes social standard, practical application and the dignity of teachers, while the modern humanistic cultural environment gives birth to the pursuit of individual standard, life development and equally ethical dialogue, which boosts the ethical value orientation of pursuing the subject of life.

### **4.1. Nurture Life Educators**

Before being a communicator of human civilization, teachers first existed in the social environment as a self-developed person. In the development of teachers' ethics, teachers constantly improve their personal morality and ultimately realize the harmony of life. Close relationship between teacher morality and personal morality, the teacher's morality affects the teacher's personal morality, and the teacher's personal morality has the color of teacher's morality. With such qualities as tolerance, friendliness, justice, and respect for others will also integrate these qualities into social interactions and life. Therefore, from a certain point of view, the development of teachers' morality promotes the development of their personal morality. Moral development, the life element of life growth, personality refinement and potential development, takes life as the carrier and promotes the harmony and unity of the life. Teachers'

professional development refers to the growth process of teachers' continuous improvement of teachers' quality through practice, exploration and learning throughout their professional career. Professional development includes three dimensions: Teachers' ethics development, professional knowledge development and professional skill development. Improving professional quality includes the development of knowledge, ability and morality. Therefore, the process of improving teachers' professional structure is also the process of improving professional quality.

#### **4.2. Train Life Practitioners**

Man has natural humanity, spiritual humanity and social humanity. Traditional educational culture pays too much attention to the socialization development of students, while ignoring the special needs of students at the natural and spiritual levels. After cultural transformation, the educational culture notices the natural attribute of individual life. When the organism interacts with the elements of social environment, the life energy is in a dynamic and relatively stable flow state. While exchanging energy with the external environment, individuals also complete the process of self-renewal. People oriented life education faces up to students' material humanity and helps students feel life. Humanistic education culture is manifested in that teachers stimulate students' life vitality and promote students' life consciousness in the process of imparting natural knowledge and fostering ethics [5]. Students can better grasp the path of individual life and establish the concept of responsibility for life by active participation in life comprehension. This kind of educational ethics highlights people's thoughts, needs, development, and self tension. People-oriented education are focusing on subjective initiative, life subjectivity, ideological rationality and thinking creativity. Teachers whose task is to guide students to understand the true meaning of life, find self-worth, and let students develop and improve themselves in life practice are asked to change the perspective of educating men into cultivating life, and regard students as the main body of development by the requirements of respecting for life and the pursuit of one's value.

### **5. Development of Teachers' Ethics: In Line with the Meaning of the Times**

#### **5.1. Do Ideological Construction Based on School Platform**

The school is a platform for teachers' growth, a fertile ground for teachers' moral development and a place for the implementation of moral education. School is a social organization unit to achieve the national educational goal, so it should effectively ensure the correctness of its ideological value orientation.

Schools must accept the party's overall leadership. It is necessary to realize the transformation of the political advantage into the development efficiency to improve the quality of education and teaching. The basic-level party organization in the school should strengthen its political responsibility, play a leading role, promote the implementation of the school's educational and management work promoting the improvement of the school's school-running level and governance ability. Besides, it should gradually carry out ideological and political work rather than being too ambitious and false and engage in formalism. It is essential to make top-level designs for the teacher team construction and teacher moral development by concrete analysis of specific issues and being practical and realistic.

School needs to implement Xi Jinping thought on socialism with Chinese characteristics. General secretary Xi Jinping combined the basic principles of Marxism with the actual situation of socialism with Chinese characteristics in the new era, studied the frontiers of the education era in depth, focused on key issues in the field of education, summarized and condensed the connotation of teachers' morality, and formed a comprehensive teachers' moral system with clear logic, reliable arguments, scientific conclusion. It is necessary to guide the construction of

the teaching staff and the cultivation of teachers' morality with Xi Jinping's ideology and guide educational actions with the ideology of socialism with Chinese characteristics in the new era. Teachers' ideological and political education should be taken seriously. Carry out various forms of ideological and political education activities for teachers, especially new teachers, young teachers and returnee teachers, such as exploring red footprints, reviewing red classics and face-to-face communication with model teachers, so that teachers can practice theory in practice to improve their ideological awareness, consciousness cohesion and give them impetus to be a example of teacher morality.

## 5.2. Create an Environment for Teachers' Growth

Throughout the 5000 years of traditional Chinese culture, Chinese traditional culture reveals the praise for the image of teachers. High social expectations make teachers bear too much mental pressure on the construction of their own role. Marx believes that interest is the basis of thought [6]. Teachers need to realize the unity of material needs and spiritual needs in their posts, so that they can not be separated from life under the ultra-high social requirements.

We need change the stereotype of teachers' perfection. Due to the continuation of the traditional culture that only those with noble morality can become teachers and only those with correct behavior can become role models, the society has set expectations for teachers to be perfect. Secondly the society is in the era of three-dimensional information. Once teachers have some wrong behaviors, theirs will be infinitely amplified and subject to degrading treatment. Finally, we should correct our understanding of teachers. Teachers become teachers because of their profound knowledge reserves. We should see the ordinary social role under the light of teachers' identity rather than making teachers' profession too sacred, perfect and elevated.

Moreover, improve the social status of teachers should be heeded. When teachers' self-image maintenance, professional quality pursuit and decency and social identity are not unified, teachers will have role alienation and low professional identity [7]. Xi Jinping promises to make teachers an enviable profession [8]. When teachers' selfless dedication is no longer taken for granted and the society shows more concern, understanding and tolerance to teachers, there will be stimulus to foster the inner strength of teachers' professional growth.

Raise Teachers' Salaries is also extremely urgent. With the deepening of educational reform, teachers often work overload and meet more difficulties. If the economic benefits can not meet the reasonable living needs of teachers, it will affect their work. First of all, we should face up to the reasonable material needs of teachers, secondly improve the phenomenon of excessive wage income gap of teachers, and improve relevant policies and regulations to ensure the steady increase of teachers' wage income.

## 5.3. Deepen Subject Consciousness in Perception, Emotion and Behavior

The construction of teachers' morality means teachers should first understand the principle, then internalize it in their heart, and finally stick to it. Teachers' cognition of teachers' ethics begins with teachers' pre-employment education. Normal students form a preliminary understanding of the category, rules and significance of teachers' ethics in the curriculum and their practical knowledge. The cognition of teachers' morality which is the rational component of morality is the basis for teachers' moral emotion. Furthermore, it plays a directional role in the their moral behavior. The cultivation of teachers' morality should start from normal students, so that they have the subject consciousness of clarifying teachers' morality in the pre-employment stage. The unity of perception, emotion and behavior runs through teacher education, the whole process of teachers' main life. If the teacher's morality resonates with the emotion of the teacher's subject which can be accepted by the teacher's subject, it will be used to guide the teacher's educational behavior. Teachers' moral behavior is the external performance of teachers' subject in the field of education and teaching. Generally speaking,

teachers needs moral to help them overcome ethical difficulties and achieve moral goals. Although the moral cultivation in each stage of teachers development is relatively independent, they are also in an organism. The sustainable development of professional ethics can improve intuition of decision-making, sensitivity of educational experience, learning consciousness of lifelong and regression of life noumenon.

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