

Exploration on the Construction Path of Young Teachers' Morality and Style in Colleges and Universities from the Perspective of Strengthening Moral Education and Cultivating People

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ABSTRACT

Strengthening moral education and cultivating people is an important cornerstone of university construction. Currently, young teachers in colleges and universities are the main group to implement the fundamental task of strengthening moral education and cultivating people, and their own level of construction directly affects the quality of talent cultivation in colleges and universities. However, from the current situation of professional ethics construction for young teachers in colleges and universities, some young teachers still have problems such as vague ideals and beliefs, lack of professional dedication, and weak service awareness. The construction of teacher ethics in colleges and universities should adhere to the guidance of strengthening moral education and cultivating people, with a focus on strengthening the ideals and beliefs of young teachers and their career development, improving the assessment mechanism and evaluation system, and exploring effective ways to improve the level of professional ethics of young teachers.

Keywords: *Strengthening moral education and cultivating people, Young teachers, Construction of teacher's morality and style.*

1. INTRODUCTION

In the report of the 20th Party Congress, General Secretary Xi Jinping made a comprehensive plan to "implement the strategy of developing the country through science and education, and strengthen the support of talents for modernization", and requested that "it is necessary to insist on nurturing people for the party and the country, comprehensively improve the quality of independent training of talents, and make efforts to create top-notch innovative talents". Since the 18th Party Congress, the Party Central Committee, with Comrade Xi Jinping at its core, has attached great importance to training socialist builders and successors, insisted on taking strengthening moral education and cultivating people as the fundamental task of education, and continuously created a new situation in the development of China's education. Currently, full-time young teachers under the age of

44 in Chinese colleges and universities account for approximately 67.2% of the total number of university teachers. [1] It can be said that young teachers in colleges and universities are the backbone of the group of university teachers, and also the main force in promoting teacher development. They shoulder the responsibility of cultivating and educating people in the era. Therefore, colleges and universities should effectively grasp the effective methods of building the professional ethics and style of young teachers in the practice of strengthening moral education and cultivating people, and comprehensively improve the comprehensive quality of young teachers. This has important theoretical significance and practical value for the construction of ideological and political education in colleges and universities.

2. THE RELATIONSHIP BETWEEN STRENGTHENING MORAL EDUCATION AND CULTIVATING PEOPLE AND THE CONSTRUCTION OF TEACHERS' MORALITY AND STYLE

Since the 18th National Congress of the Communist Party of China proposed the fundamental task of educational education, colleges and universities have regarded the work of strengthening moral education and cultivating people as the heavy responsibility of the times, and continuously strengthened the construction division's moral division style to provide important guarantees for the implementation of strengthening moral education and cultivating people.

2.1 Strengthening Moral Education and Cultivating People to Provide Fundamental Guidelines for the Construction of Morality and Style of Young Teachers in Colleges and Universities

"Teachers are for preaching and imparting knowledge to dispel doubts." Teachers are not only disseminators of knowledge, but also guides and leads students' healthy growth. So, as an educator, it is also required to first have a noble moral character. As the saying goes, if one is upright, they should act without orders, and if one is not upright, they should not follow orders. "Teachers' morality and style are not the shackles imposed on teachers, but the halo and colorful glow surrounding teachers, which gives rise to the unique sense of dignity in the teaching profession." [2] Only teachers with noble conduct can play a role in demonstrating behavior to students, becoming their role models, and making students sincerely believe and respect.

Therefore, strengthening moral education and cultivating people not only points out the direction of talent cultivation for young teachers in colleges and universities, but also provides fundamental guidance for their own development. Young teachers in colleges and universities should regard strengthening moral education and cultivating people as their own value pursuit, continuously improve personal cultivation, strengthen the construction of teachers' morality and style, use knowledge and cultivation to influence students' thoughts and behaviors, enhance their educational function, and provide escort for students' growth.

2.2 The Construction of Morality and Style Among Young Teachers in Colleges and Universities Is an Important Guarantee for Implementing Strengthening Moral Education and Cultivating People

Young university teachers are the backbone of promoting the development of higher education and an important component of the university teacher community. As the main force of talent cultivation, their own level of teachers' morality and style construction directly affects the quality of talent cultivation and the future development of students. Only teachers with noble character and profound knowledge can gain recognition and sincere recognition from students in teaching practice. Therefore, university teachers should adhere to personal demonstration and embody noble moral sentiments in their words and actions, throughout teaching work.

Today, the international situation is unpredictable and perplexing, with diverse and multiple social ideologies. In this context, how colleges and universities face new challenges and opportunities is an important topic. In the construction of teacher teams, more attention should be paid to strengthening ideological and political education for teachers and the construction of teacher ethics and style, coordinating and promoting various work, and improving the effectiveness of strengthening moral education and cultivating people in colleges and universities. Therefore, strengthening the construction of morality and style among young teachers in colleges and universities, enhancing their moral and cultural literacy, and also promoting students to resist and prevent various erroneous trends of thought, is an important guarantee for achieving the fundamental task of strengthening moral education and cultivating people.

3. THE ADVANTAGES OF YOUNG TEACHERS IN COLLEGES AND UNIVERSITIES IN THE FUNDAMENTAL TASK OF STRENGTHENING MORAL EDUCATION AND CULTIVATING PEOPLE

At present, young teachers are the main forces of various tasks in colleges and universities. They are the main groups and important forces to

implement the work of strengthening moral education and cultivating people. They have their unique advantages in young and middle-aged teachers in strengthening moral education and cultivating people tasks.

3.1 Strong Acceptance Ability

With the rapid development of the Internet and the popularization of various types of apps, it has had a huge impact on university education, especially in the past three years, the development of online teaching under the background of the epidemic has shifted the daily work of university teachers to new platforms. Whether it is completing teaching tasks or carrying out educational work, teachers need to have a certain degree of adaptability, so as to learn new skills, master new skills, acquire new knowledge, establish new concepts, and quickly adjust and change their teaching behavior to engage in educational practice. In the era of new media, young teachers demonstrate good acceptance ability, possess cutting-edge professional skills, can quickly accept new things, conveniently obtain information, exchange ideas with students, establish teacher-student friendship, generate emotional resonance, and be easier to gain students' trust and dependence in future teaching and other transactional work, thus directly affecting students' education and growth, and guiding students' thinking.

3.2 Possessing a Certain Level of Innovation Awareness

The innovation ability of university teachers is mainly reflected in daily scientific research work, teaching construction, social services, and other aspects. As young teachers, they not only have a strong ability to accept new things, but also have a certain level of innovation awareness and ability. In specific work, young teachers can maximize the enthusiasm of students to participate in public life through innovative forms. For example, in teaching work, various teaching software and discussion methods such as Xuetong, University MOOC, and Cloud Class are used to stimulate students' initiative; it is necessary to provide social service work through live streaming on self media platforms to answer students' questions and doubts, carry out publicity through WeChat official account and short video recording, and conduct scientific research work through the construction of cultural exchange platforms. Young teachers constantly use new means and methods to open up new activity

modes, which to some extent also cultivate students' independent innovation ability and social participation.

In the long run, the campus spirit will also take on a new look, so as to continuously enhance students' sense of pride and self-confidence, enhance their sense of identity on the campus, and form campus cohesion and centripetal force.

3.3 Being Easy to Form Harmonious Teacher-Student Relationships

With the continuous deepening of educational reform, the relationship between educators and learners has also undergone corresponding changes. The new teacher-student relationship emphasizes equality between the two, establishing a harmonious and harmonious learning atmosphere and a democratic living environment.

Compared to traditional university teachers, young teachers have more similar ideological concepts and personality traits to their students, making it easier to establish good teacher-student and friend relationships with them, and more likely to have common topics and generate emotional resonance. After entering university, students inevitably encounter various problems, but only when they establish a trust relationship with teachers can they explain their inner problems and express their feelings. Young teachers often have the advantage of quickly penetrating into students and gaining their trust. Young teachers in colleges and universities can leverage their strengths to establish good teacher-student relationships with students, play a guiding role in their growth and education, and thus influence students to establish correct worldviews, outlooks on life, and values.

4. THE DILEMMA OF THE CONSTRUCTION OF MORALITY AND STYLE FOR YOUNG TEACHERS IN COLLEGES AND UNIVERSITIES

The world is in a long-term change in a century. Facing the influence of international multiculturalism and social thoughts, the construction of young teachers in colleges and universities is also facing the corresponding dilemma.

4.1 Lack of Firm Ideals and Beliefs, and Lack of Professional Dedication

Entering the 21st century, the world is ushering in a period of great development, transformation, and adjustment. Due to the different growth years of young teachers, they are easily influenced by various social trends, leading to a diversified mindset and value orientation. Some teachers have problems with vague ideals and beliefs, lack of professional dedication, and weakened awareness of education. At the same time, there are also unhealthy social phenomena such as money worship and utilitarianism. Some teachers are not satisfied with their own economic income and regard teaching work as a means of livelihood. They are only satisfied with teaching tasks, but also not satisfied with the existing salary. They devote more energy to the second profession, which affects their own work, and is not conducive to the formation of positive morality and style for young teachers.

"Education is the great plan of the country and the party. The fundamental issue of education is to cultivate who, how, and for whom. The foundation of educating people lies in moral education." [3]-[5] Moral education is an important component of higher education, but many teachers mistakenly believe that providing ideological and political education to students is the responsibility of counselors. There is little communication with students, and they fail to recognize their responsibilities and missions. They only complete their teaching tasks, when there is class they come and when there is no class they leave. In specific teaching work, they do not provide correct value guidance to students, and students' ideological problems often cannot be corrected in a timely manner. Moreover, some teachers may bring incorrect values to students, which can have a negative impact on the student community, fail to set a good example for students, and seriously damage the image of teachers in the minds of students, hindering the construction of professional ethics and conduct for young teachers in Chinese colleges and universities.

4.2 Lack of Sound Training Mechanism and Neglect of Teacher Morality Cultivation

The construction of teachers' morality and style should be a long-term and systematic project. Colleges and Universities should establish a sound

mechanism for cultivating professional ethics and conduct based on the characteristics of the times and young teachers. However, at present, most colleges and universities in China still pay insufficient attention to the construction of teachers' morality and style. They only carry out superficial work and do not carry out targeted activities based on the actual needs of young teachers, which seriously affects the significant progress of the construction of morality and style for young teachers. When conducting annual assessments for young teachers in some colleges and universities, teaching construction and scientific research achievements are often placed in a prominent position, without clear regulations on the professional ethics and teaching behavior of young teachers, or there are only assessment standards, which are mere formality. Teachers only cope with completing this part of the assessment. Instead, they shift the focus of work to the "hard core" of performance evaluation and professional title evaluation that are related to their immediate interests. Over time, young teachers in colleges and universities have long been in an academic atmosphere of valuing scientific research over professional ethics, thus neglecting the importance of personal cultivation and lacking the initiative to improve professional ethics.

How can teachers play a leading role in setting an example for students and unleash the value guidance of teaching and educating people? So, the construction of morality and style among young teachers is particularly important in the higher education system. Colleges and universities should fully pay attention to the construction of professional ethics and conduct among young teachers, strive to enhance their personal cultivation, and continuously promote the vigorous development of higher education in China.

4.3 Incomplete Evaluation System, and Weakening Subject Consciousness

Although the current central government attaches great importance to the construction of teacher ethics and conduct, there are still problems in the actual operation process where the indicators are too broad and general, the mechanism is not yet perfect, and a scientific and systematic assessment standard system has not been established, making it difficult to quantify. Evaluators find it difficult to grasp the standards during the assessment process and cannot implement the assessment effectively.

And currently, the evaluation of teacher ethics is mainly reflected in the teaching aspect, with teacher teaching as the main focus, without generating a systematic evaluation of the teacher's professional process. The evaluation model often focuses on student evaluation and teacher self-evaluation, with some colleges and universities directly relying on teacher self-evaluation. The materials contain significant false and fabricated elements, often exaggerating one's practical work, or aiming to pass the teacher's ethics assessment line, resulting in a false phenomenon of overestimation. In addition, colleges and universities have not formed a systematic assessment file in the process of evaluating teachers, and there is no specialized supervision and inspection department for effective supervision. There is still academic misconduct of university teachers that has not been dealt with in a timely manner. Therefore, in the process of building the teachers' morality and style of university teachers, a long-term and systematic assessment mechanism should be established to comprehensively evaluate their professional ethics, teaching and research abilities, in order to continuously promote the construction of teachers' morality and style of young university teachers.

5. EXPLORING THE PATH OF BUILDING MORALITY AND STYLE FOR YOUNG TEACHERS IN COLLEGES AND UNIVERSITIES FROM THE PERSPECTIVE OF STRENGTHENING MORAL EDUCATION AND CULTIVATING PEOPLE

The construction of teachers and morality of young teachers in colleges and universities is related to the development of teachers themselves, but also related to the quality of students. Therefore, it is crucial to explore the construction path of the construction of young teachers in colleges and universities in the vision of strengthening moral education and cultivating people.

5.1 *Firming Ideals and Beliefs, and Improving Moral Cultivation*

Currently, in the context of economic globalization, the development of education is being impacted by various social trends. Therefore, it is particularly important for teachers to have firm

ideals and beliefs, which is also one of the fundamental factors for young teachers to achieve development and progress. In the new era, the construction of morality and style for young teachers in colleges and universities should be based on the perspective of their development, combined with the actual characteristics of young teachers to strengthen their beliefs and beliefs. Only then can people more accurately promote the construction of professional ethics and style for young teachers, and make them realize the importance of the fundamental task of strengthening moral education and cultivating people.

The young teacher group has a relatively small age difference among students, making it easy for them to accept and integrate with them. But in daily life, young teachers need to have a clear understanding of their own identity, abide by the rules of the teaching profession, and adhere to professional ethics. Young teachers can leverage their advantages of being easily accepted by students, become the best role models for students through their profound knowledge and noble sentiments. Integrating moral education into students' daily classroom teaching and communication will not only teach students knowledge, but also teach students how to behave, and assume the basic responsibility of teaching and educating people. In addition, many colleges and universities have full-time course teachers serving as student homeroom teachers and part-time counselors. Colleges and universities should actively mobilize young teachers to participate in college management work, leverage their advantages to carry out ideological and political education practical activities for students, pay attention to guiding and educating students' thoughts, and help students grow and become successful through interaction, and progress together with students.

5.2 *Improving the Training Mechanism and Promoting the Cultivation of Teacher Morality*

Colleges and universities should establish a systematic and long-term training mechanism. Firstly, a sound pre job training system should be established to control the professional ethics of young teachers before they enter the workforce, and select young teachers with excellent quality from them. Teachers with low moral standards will not be employed or dismissed, so as to ensure the

progressiveness and purity of the overall teaching team.

Secondly, after teachers join the company, they should also continue to carry out a series of training, and adhere to the construction of teachers' morality and teaching style on the job. For example, it is a must to conduct lectures and forums for outstanding representatives in the field of teacher ethics and professional conduct construction, enhance the morality experience of young teachers, and guide young teachers to deeply learn the deeds of excellent teachers.

Finally, a system should be established for cultivating the backbone of moral education for young teachers in colleges and universities. Colleges and universities cannot do without the role of role models and demonstrations in educational activities. By selecting typical representatives for moral education, it is necessary to assist in the construction of teacher ethics and call on all teachers and students to learn from advanced typical representatives. Typical teachers' morality deeds can be promoted through campus display boards or lectures. It is also necessary to encourage young teachers in schools to exchange and learn from examples through campus official account or video platforms. Teachers are encouraged to learn from and strive to become role models in order to play the progressiveness role of role models, improve teachers' ability to strengthen moral education and cultivate people, and promote the development of college education.

5.3 Improving the Evaluation System and Enhancing Subject Awareness

To promote the construction of teachers' morality and style in university organizations, it is first necessary to improve the evaluation system of teachers' morality and style, optimize the evaluation indicators of teachers' morality and style, reasonably design the selection system rules, and improve organizational leadership. There is a necessity to fully leverage the role of students. The adopting anonymous questionnaires and student discussions, students are encouraged to evaluate teachers' morality and style evaluations, and to carefully verify outstanding issues in the process of building teachers' morality and style. Multiple subject evaluations can also be highlighted through mutual evaluation between teachers and leading groups, in order to truly leverage the motivating and supervising role of teachers' morality

assessment in the construction of teachers' morality and style among university teachers.

Secondly, by scientifically developing assessment indicators, assessment cycles, and assessment content to enrich the assessment system, the assessment of teacher ethics and professional conduct can be placed in a prominent position, and assessment can be carried out from two dimensions. Firstly, the assessment of teachers' work attitude, professional competence, and other aspects can be evaluated to evaluate their professional abilities. Secondly, there is a need to care for students, be a role model, and evaluate teachers' educational philosophy.

Finally, it is necessary to strictly investigate and punish the phenomenon of misconduct in teacher ethics, rectify outstanding problems in teacher ethics, and implement a "one vote veto" for teachers with misconduct in teachers' morality in colleges and universities. It is also necessary to establish a sound system of supervision, reporting, assessment, and rewards and punishments, remove teachers with negative social impact from their teaching qualifications and remove them from the teaching staff.

6. CONCLUSION

Carrying out the construction of teachers' morality and style is an important guarantee for the fundamental task of strengthening moral education and cultivating people in higher education. It not only promotes the development of higher education, but also puts forward new requirements for the young teacher team. In the new era, young teachers, as an important component of the higher education teaching staff, shoulder the social responsibility and historical mission of students' growth and success. Only by constantly strengthening confidence in progress, improving teacher ethics, strengthening responsibility, and shouldering heavy responsibilities can people be good companions and guides on the path of student growth.

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