

The Construction and Optimization Path of the Spirit of Educators Leading Practical Quality for Education Master

Meng Li¹ Xin Kuang² Jingbo Feng³

^{1,2,3} Shenyang Normal University, Shenyang, Liaoning, China

³Corresponding author. Email: feng329074229@synu.edu.cn

ABSTRACT

The spirit of educators in the new era is the basic core and internal driving force for improving the practical quality of Education Master. The practical qualities of Education Master guided by the spirit of educators mainly include the teacher's diverse social roles, the ability to acquire and process knowledge, the ability to correctly handle teacher-student relationships, teaching organization and management ability, communication and cooperation ability, innovation ability, and digital ability. To practice the spirit of educators and enhance the practical quality of Education Master, it is necessary to optimize from four aspects: improving the "trinity" practical teaching system, enriching practical activities, improving practical courses, and enhancing the application of digital technology.

Keywords: *The spirit of educators, Education Master, Practical quality.*

1. INTRODUCTION

Education is the foundation of a century long plan. The education plan is teacher centered. Teachers are the key to cultivating talents and an important support for achieving a modern education power. On the occasion of Teacher's Day in 2023, General Secretary Xi Jinping pointed out in a letter to representatives of outstanding teachers nationwide that the spirit of educators should be vigorously promoted, and outstanding teachers and educators should be placed on equal footing. Xi Jinping comprehensively elaborated on the core essence of China's unique spirit of educators from six aspects: ideal beliefs, moral sentiments, educational wisdom, cultivation attitude, benevolent people, and the pursuit of morality. As a future teacher, Education Master should always pay attention to the national education situation, deeply understand the contemporary connotation of the spirit of educators, internalize the "spirit of educators" in their hearts, supervise themselves to continuously improve themselves, and enhance the practical quality of education and teaching.

2. THE LOGICAL MECHANISM OF PRACTICAL QUALITY CONSTRUCTION FOR EDUCATION MASTER'S STUDENTS GUIDED BY THE SPIRIT OF EDUCATORS

2.1 *Highlighting Practical Qualities Being a Fundamental Characteristic of Cultivating Education Master*

The development of the country and the rejuvenation of the nation rely on talents, while talent cultivation and quality improvement rely on teachers. Teachers are the key to promoting educational reform and innovation, and running education that satisfies the people. The "Action Plan for the Revitalization of Teacher Education (2018-2022)" proposes that the focus of teacher education has shifted to improving the professional competence of teachers.[1] The "New Era Basic Education Strong Teacher Plan (2022)" also proposes to cultivate a group of master's level primary and secondary school and education leaders by 2025. [2] As the main source of high-

level teachers in basic education in China, Education Master must serve the responsibilities and responsibilities of teachers, continuously improve their practical application and guidance abilities. Practical quality is the attribute of continuously adapting to and guiding the professional development of Education Master. The level of practical quality actually affects the quality of China's basic education teacher team. Therefore, Education Master should attach importance to the influence of practical qualities in the professional development process of teachers, and consider them as the basic characteristics of professional development. As a future teacher, in order to become a high-quality teacher and meet the needs of teacher professional development, it is necessary to strengthen one's professional knowledge and practical abilities, broaden one's knowledge reserves, and become a unifier of "economic teacher" and "human teacher". The implementation of this task requires a Education Master to continuously improve its practical quality.

2.2 The Spirit of Educators Being the Fundamental Core of the Practical Quality of Education Master

On the occasion of the 39th Teacher's Day, General Secretary Xi Jinping made a comprehensive and profound discussion on the "spirit of educators" in a letter to representatives of outstanding teachers nationwide, emphasizing the emergence of a group of educators and outstanding teachers in the teacher community. They possess the ideals and beliefs of having a great self and serving the country with utmost sincerity, the moral character of being a scholar and behaving in a world like manner, the educational wisdom of enlightening and nurturing students according to their aptitude, the diligent and innovative attitude of learning and practicing, the benevolent heart of loving life and being willing to contribute, the broad mindedness of the world, and the pursuit of cultural excellence, showcasing the unique spirit of Chinese educators.[3] The spirit of educators is a product of the development of teacher education in the new era, and also a goal of the development of education in the new era. Education masters should regard the spirit of educators as the spiritual support and value guidance for future professional development, and must integrate the spirit of education into the process of teacher professional growth. The essence of the spirit of educators is to answer the questions of why to be a teacher, for whom to be a teacher, and how to be a teacher.[4]

The teaching staff is an important support for educating people for the Party, nurturing talents for the country, and building an educational powerhouse. The professional level of teachers affects the quality of talent cultivation and the process of building an educational powerhouse. In addition, the spirit of educators is an endogenous driving force that motivates education masters to become better teachers, thereby enhancing their practical qualities. The educational philosophy, professional abilities, and practical experience of educators are the essence that educators should learn and draw on. Teachers should take the unique spirit of Chinese educators as their value guide, read out their ideals and beliefs, internalize them in their hearts, and cultivate the teaching world.

2.3 The Spirit of Educators Promoting the Improvement of Practical Quality of Education Master

Educators constitute a minority among the collective of educators, and it is an ideal for every teacher to become an educator in the education industry. The realization of this ideal still requires a long time of effort. Although it is not realistic for many teachers to become educators, every teacher should take the spirit of an educator as a guide, consolidate their subject foundation, improve teaching methods, reflect on educational practices, and gradually move towards becoming an educator. The reason why educators can become educators is that they combine educational theory with educational practice, constantly explore and summarize experience in practice, and gradually grow based on practice. The abilities and qualities formed in practice play a crucial role in solving educational problems. As a reserve force for future teachers, the number of Education Masters is constantly increasing under the influence of the national enrollment expansion policy, but their quality problems are also becoming increasingly prominent, such as insufficient teaching and practical abilities of Education Master. If these issues are not corrected, they will directly affect the construction of the teaching staff and indirectly hinder the process of the education strong country strategy. Therefore, using the spirit of educators as a spiritual guide to promote the improvement of the practical quality of education master's students is a necessity of the times and an important spiritual support for improving the quality of education master's talents.

3. THE PRACTICAL QUALITY COMPOSITION OF EDUCATION MASTER GUIDED BY THE SPIRIT OF EDUCATORS

Since the 18th National Congress of the Communist Party of China, General Secretary Xi Jinping has put forward important discussions on the construction of the teaching staff, including “four good teachers”, “great teachers”, “the unity of ‘economic teachers’” and “human teachers”, “the spirit of educators”, etc. These important discussions reflect the high importance that the Party and the country attach to the construction of the teaching staff, and strive to cultivate a high-quality teaching staff. If the external behavioral standards proposed for teachers in the new era are “four good teachers”, “great teachers”, “the unity of ‘classic teachers’ and ‘human teachers’”, then the “spirit of educators” is the internal requirement put forward for teachers in the new era. As a future educator, the practical quality of a Education Master degree is an important indicator of whether one can become a qualified teacher. Only by combining internal spiritual guidance with external behavioral standards can it be better put into practice.

3.1 The Diverse Social Roles of Teachers

Education is a purposeful social activity of human beings, and teachers cannot do without society in the process of educational practice, and they will also play various roles. In the "Dictionary of Psychology" edited by Zhu Zhixian, the role of teachers is divided into the following three categories: the first type is the role of education, teaching, and administration; The second type is psychological orientation roles, including roles such as coordinators of interpersonal relationships, social psychologists, psychological catalysts, and clinical physicians; The third type is self-directed roles, such as helpers, learners, parental images, power seekers, and security seekers.[5] This reflects the complexity of the composition of the teacher's role, which includes both the role identity expected by society and the behavioral norms stipulated by this identity.

The third principle of the spirit of educators embodies the wisdom of educating people, requiring teachers to enlighten and nurture their hearts, and to teach according to their aptitude. Teachers face a variety of students, and different students adopt different educational methods and

play different roles. For example, if students are under high academic pressure and need guidance, teachers should play the role of mental health teachers; When teachers plan for the future of students, they actually play the role of planners. In this process, it also reflects the enlightening and nurturing spirit of educators, teaching according to individual needs.

The particularity of the teaching profession requires teachers to assume the responsibility of multiple social roles. Due to the lack of social experience and limited social roles they undertake as students receiving education in schools for a long time, Education Master should recognize that the diverse social roles of teachers are an essential practical quality for teachers.

3.2 Ability to Acquire and Process Knowledge

The spirit of educators requires teachers to study diligently and practice diligently, in order to cultivate people. As a future educator, an education master's degree should possess profound subject knowledge, flexible educational teaching knowledge, and extensive cultural knowledge. Only with a systematic, profound, and accurate understanding of the subject being taught can teachers teach students the correct knowledge. Flexible educational and teaching knowledge is an indispensable knowledge foundation in the teaching process of teachers. In addition, "if the accumulation of water is not thick, then its burden is also weak" indicates that as a teacher, one must have broad knowledge. Faced with the current information age, students are exposed to more and more new things. As a teacher, only by constantly adapting to social development, having a profound cultural background and a broad vision can teachers continuously satisfy students' thirst for knowledge.

As future educators, simply acquiring knowledge is not enough. Education Master has interdisciplinary characteristics and is a product of the combination of multiple disciplines. Education Master requires a solid theoretical and professional foundation, which requires Education Master not only to learn subject knowledge and educational knowledge, but also to integrate these two subjects, and then think about how to impart their knowledge to students. The students should learn to distinguish complex and diverse knowledge, take its essence and process it into useful knowledge for education and teaching activities, rather than directly copying existing knowledge, which requires the Education

Master to have the ability to integrate knowledge. Only in this way can a student majoring in education become a qualified teacher.

3.3 Abilities to Handle Teacher-Student Relationships Correctly

The teacher-student relationship refers to the mutual relationship between teachers and students in the process of education and teaching, including their respective positions, roles, and attitudes towards each other. It is a special social and interpersonal relationship. The fifth principle of the spirit of educators refers to the need for teachers to have compassionate individuals and demand that they enjoy teaching and love students. Therefore, in the process of communication between teachers and students, forming a good teacher-student relationship also conforms to the requirements of the "spirit of educators". A good teacher-student relationship is an important condition for the smooth progress of educational and teaching activities. A good teacher-student relationship helps stimulate students' interest in learning, enables them to concentrate, and at the same time, a good teacher-student relationship is conducive to the formation of a good personality for students. Secondly, the teacher-student relationship is an important curriculum resource and campus culture. The teacher-student relationship often appears in the form of implicit curriculum, and a good teacher-student relationship invisibly promotes a sense of collective honor. Under the influence of sincere and equal communication methods, students can cultivate good qualities.

As a future teacher, Education Master may encounter some problems in handling the teacher-student relationship during the initial stage of entering the teaching profession. For example, being strict with students may lead to students not liking themselves, resulting in a lack of interest in the teaching content; Being tolerant of students may lead to teachers lacking credibility in front of students, promoting problematic behavior among students, and making it difficult to grasp the degree of interaction with students. Therefore, making the ability to handle teacher-student relationships correctly a component of the practical quality of an education master's degree is not only a requirement of the teaching profession, but also in line with the spirit of educators.

3.4 Teaching Organization and Management Abilities

Teaching organization and management refer to the behavior adopted by teachers in classroom teaching activities to eliminate classroom conflicts, correct problematic behaviors, and coordinate various interpersonal relationships in order to effectively achieve predetermined teaching objectives.[6] The organization and management of teaching are the fundamental guarantee of teaching and will directly affect the effectiveness of teaching. Herbert once said, "Without a strong and gentle grasp of the principles of management, teaching any subject is impossible." The importance of classroom management is evident. Effective classroom management by teachers helps to create a good educational and teaching environment, reduce the occurrence of problematic behaviors in the classroom, and enable teachers and students to learn in a relaxed and enjoyable environment. At the same time, it is also conducive to cultivating good teacher-student relationships.

For a master's degree in education, one will enter the campus as a novice teacher in the future. It is normal for novice teachers to have deficiencies in classroom management, but in order to reduce the occurrence of this phenomenon and improve teaching effectiveness, it is necessary to make teaching organization and management abilities an important component of improving the practical quality of education master's degree. Education master's degree should observe the management methods of excellent teachers in daily learning and internships, and improve their teaching organization and management abilities.

3.5 Abilities to Communicate and Collaborate

Teamwork is the most common spiritual quality in daily life. Whether in work or study, completing some tasks requires teamwork. Education Master cultivates excellent teachers who can independently complete teaching tasks. The teaching profession has its particularity, because teachers not only need to communicate with students in a timely manner, identify problems, and guide students to form a sound personality; Collaborate with other teachers and leaders in teaching, exchange teaching experience, and communicate with parents to help them understand their children's situation, support teacher work, and form a collaborative effort between home and school. Therefore, the ability to

communicate and cooperate is an indispensable skill for improving the practical quality of education master's degree. Secondly, during the postgraduate education period, Education Master needs to actively participate in various activities, such as innovation and entrepreneurship competitions, teacher skills competitions, etc. These activities cannot avoid interaction and cooperation with others. A portion of Education Master students are cross disciplinary candidates who have limited opportunities to encounter complex educational situations during the basic and undergraduate education stages. They do not fully develop their communication and cooperation abilities in the field of education. Therefore, it is necessary to consider communication and cooperation abilities as important practical qualities that Education Master should possess to make up for the shortcomings of previous education.

3.6 Innovation Ability

In the basic connotation of quality education in China, it is mentioned that quality education focuses on cultivating students' innovative spirit and practical ability. With the continuous development of society, the new era requires innovative talents, and cultivating innovative talents requires teachers with innovative abilities. And the sixth requirement of the spirit of educators is that teachers demand innovation. As a future teacher, the innovation ability of an education master's degree is related to the implementation of cultivating innovative talents. Through consulting relevant literature, it can be understood that the innovation awareness of education masters is lacking. In China, influenced by exam oriented education, more emphasis is placed on student scores in the basic education stage, leading to the neglect of students' personality and comprehensive qualities. This leads to entering the graduate stage, where students exhibit conservatism, restraint, and lack of innovation in learning and research.

In order to better perform as a primary and secondary school teacher, Education Master needs to adapt to social development, enhance innovative ideas, update educational concepts, and improve teaching methods. The teaching profession is complex because teachers face different students, educational situations, and educational problems every day. This requires teachers to use innovative thinking, form educational wit, and solve educational problems. Critical thinking often coexists with innovation ability. Critical thinking is

a prerequisite for possessing innovation ability. Only by thinking critically about problems, viewing them critically, and presenting one's own opinions can one cultivate innovation ability. For teaching practice, most education masters only imitate existing teaching methods, lacking their own thinking and innovation. Therefore, considering innovation ability as a component of improving the practical quality of education master's degree can not only enhance the practical quality of education master's degree, but also contribute to improving the quality of talent cultivation in higher education in China.

3.7 Digital Literacy

The digital literacy of teachers usually refers to the collection of personal cognition, knowledge, skills, attitudes, and values involved in their confident, critical, and responsible use of digital technology in educational and teaching activities to promote complex problem-solving and achieve educational goals. [7] With the rapid development of digital technology, China has realized the importance of teachers' digital literacy in today's society. It hopes to cultivate teachers' digital literacy through educational and teaching reforms, thereby further cultivating students' digital literacy. In the digital age, digitalization of education has become an inevitable trend, and the role of digital literacy in education and teaching is becoming increasingly important. Teachers use information technology to search for teaching resources, use multimedia for teaching practice, and use remote monitoring devices to monitor student classroom performance, all of which reflect the integration of digital technology into their daily work practice.

Teachers are the engineers of the human soul, responsible for the mission of teaching and educating people. This particularity requires teachers to be at the forefront of the times, actively accept the products of the times, understand and feel the changes of the digital age, and strive to improve their digital literacy. The spirit of educators requires teachers to study diligently and practice diligently. Teachers should learn, understand, and master digital technology, use information technology to enrich teaching content, and stimulate student enthusiasm, all of which reflect the professional qualities in the spirit of educators. Compared to other abilities, there are certain limitations in cultivating digital literacy. However, Education Master has certain advantages in terms of age and self-efficacy. Most Education

Master students are around 25 years old and have a faster ability to accept new things. In addition, Education Master is in the information age and has some experience in using information technology and multimedia applications. Therefore, making digital literacy a component of the practical quality of education master's degree not only meets the requirements of the "spirit of educators", but also conforms to the needs of social development.

4. THE SPIRIT OF EDUCATORS GUIDING THE OPTIMIZATION PATH OF PRACTICAL QUALITY FOR EDUCATION MASTER

Education Master is an important source and supporting body for basic education teachers, shouldering important missions and responsibilities, with clearer and more specific requirements for professions and positions. To continuously improve and perfect the deviation distance between Education Master and the actual needs of basic education, and to enhance the adaptability and developmental practical quality of Education Master, it is necessary to further optimize the curriculum, activities, and other paths.

4.1 Improving the "Trinity" Practical Teaching System

There is a must to promote a trinity education master's practical teaching system, forming a "1+3" practical teaching model. "1" refers to setting up course optimization case teaching before practice, and "3" refers to the integration of education apprenticeship, study, and internship.

Education apprenticeship refers to the observation and analysis of various aspects of education and teaching, campus culture, and other aspects in primary and secondary schools by education masters under the guidance of teachers, and generally does not participate in actual work. Education apprenticeship is a necessary way for Education Master to get in touch with and understand frontline education and teaching. Following the teachers of the apprenticeship school for listening and on-site observation can initially form a perceptual understanding of the work and teaching management of primary and secondary school teachers. By observing frontline educational and teaching activities, student performance, and the management style of leaders, Education Master will definitely think about what kind of teachers students like, what kind of teachers they like, and

what kind of teachers they want to become. Education Master can also form a certain understanding of the teaching profession by interacting and communicating with teachers in apprenticeship schools.

Education study refers to the analysis, exploration, and research of educational issues that arise under the guidance of teachers by the Education Master. This helps the Education Master to connect the theoretical knowledge of education with educational practice, and improve the awareness and ability of the Education Master to discover, analyze, and solve problems. The education study of the Education Master corresponds to the issue of job positioning, because in the process of education study, the Education Master will understand the actual education and teaching, and have a deeper understanding of education and teaching. Before participating in educational studies, educational activities may be seen as a simple way of teaching. However, through educational studies, Education Master may understand that the teaching methods for each stage of education are different. For example, in primary school, there may be a greater need for an active classroom atmosphere, external motivation to attract students' attention, and in secondary school, there may be a greater emphasis on subject based teaching. After gaining a deeper understanding of education and teaching, combined with one's own actual situation, students should adjust one's career plan and think about which stage of teaching is more suitable and which subject is more suitable for teaching.

Educational internship is a crucial step for Education Master to truly integrate into frontline education and teaching work, as well as to transform educational theory knowledge into practical activities. Before the internship, after systematic learning, the Education Master has reached a certain level of professional basic knowledge and theories. However, when teaching students the knowledge they have mastered, problems such as unclear expression and lack of understanding may arise. This requires Education Master to continuously absorb new knowledge, adapt to frontline teaching work by learning from excellent teachers, understanding the reform of textbooks and teaching methods, and constantly reflecting and summarizing their own experiences. Through educational internships, Education Master can transform the indirect knowledge previously acquired from books into knowledge that they

understand and can use freely. This is also a growth process that Education Master must go through.

After the three phrases (apprenticeship, study, and internship), most education masters understand that the job of a teacher is not as easy as it seems, especially for novice teachers, which poses great challenges. Through the three phrases, the Education Master may realize that their professional skills still need improvement. For example, there are issues with effective classroom management, communication with students, inappropriate language used by teachers, non-standard handwriting, and the need to improve interpersonal skills. It is precisely through the three phrases that the Education Master can gain a deeper understanding of the teaching profession, identify the gaps between oneself and qualified teachers, identify the problems that exist, and identify areas that need improvement. It is also possible to take effective measures to improve oneself based on the abilities required by the profession.

4.2 Enriching Practical Activities

With the progress of the times and the development of society, China's call for innovative talents is increasing. Whether students have innovative thinking has become an important basis for judging whether they become innovative talents. However, the innovation awareness and ability of Education Master need to be improved. As a training unit for Education Master, it is important to recognize the importance of innovation ability for the future career development of Education Master. The enthusiasm of Education Master can be enhanced through practical activities. For example, training institutions can periodically organize innovation competitions based on the characteristics of educational masters, encourage them to participate in more such competitions, and stimulate their innovative potential. Secondly, it is necessary to conduct innovation knowledge lectures to meet students' understanding of innovative knowledge. Schools can invite experts in innovation to give presentations or invite students with advantages in innovation to share their experiences with everyone, so that students can systematically understand innovative knowledge and cultivate innovative thinking. Then, schools can organize teacher practical skills competitions. During the process of participating in the competition, Education Master innovates teaching plans and methods, integrates their own insights,

and not only exercises practical skills but also stimulates innovation potential.

4.3 Improving Practical Courses

Regarding the main practical qualities of Education Master mentioned in the second part, it was found through literature review that there are deficiencies in the current situation of Education Master in these seven aspects, such as the inability of Education Master to properly handle teacher-student relationships, ineffective classroom management, and the disconnect between theoretical knowledge and basic educational practice. These practical qualities that can be attributed to Education Master still need to be improved.

The practical quality of Education Master is closely related to practical courses. The traditional curriculum that emphasizes the explanation of educational theory knowledge and neglects the cultivation of practical abilities has led to a lack of practical abilities in Education Master. Therefore, it is necessary to optimize the practical curriculum design and attach importance to the cultivation of practical abilities in education master's programs. Firstly, higher education institutions can increase the proportion of practical courses. In recent years, in order to improve the quality of professional master's degree talents, most schools have increased the training period to 3 years. Increasing the training period can provide sufficient time for adding practical courses. In the undergraduate stage, Education Master has accumulated theoretical knowledge, but lacks practical education and educational experience. Therefore, the proportion of practical courses should be increased, such as providing more opportunities for students to exercise in education and teaching methods courses, and teachers providing comprehensive guidance. Secondly, the training unit should provide a practical platform for the Education Master, in order to integrate educational theoretical knowledge with educational practice. As a future teacher, an education master's degree should possess the ability to independently complete educational and teaching work, as well as solid professional teaching, management, and communication skills. Therefore, it is possible to observe excellent teachers attending classes through educational internships, and to deepen teaching skills and class management skills through internships. Teacher teaching skills competitions can also be held to encourage students to actively participate, learn from each other,

innovate teaching methods, and improve professional teaching skills.

4.4 Improving the Application of Digital Technology

With the continuous development of big data and artificial intelligence, the country and society have put forward higher requirements for teachers' digital abilities. Digital capabilities only officially appeared in policy documents in 2006, and information literacy was previously mentioned more frequently by researchers. Compared to information literacy, digital ability has a more comprehensive and extensive connotation. As a training institution, there is a must to recognize the importance of digital abilities in the professional development process of teachers and strive to provide solutions for improving the digital abilities of education masters. Firstly, it is necessary to incorporate teacher digital competency education into the education master's curriculum system. Schools can develop corresponding teacher digital ability education courses for different subjects, and ensure that the content of teacher digital ability courses is combined with educational reality, avoiding disconnection from real educational situations. In addition, it is also necessary to ensure the compulsory nature and sufficient class hours of such courses, and avoid the cramming style of education master's studies. Secondly, higher education institutions should provide digital infrastructure and equipment. Higher education institutions can apply for education funding from the government, optimize digital devices, provide digital education information platforms, service platforms, etc. for education masters, and provide guarantees for the development of teacher digital capabilities for education masters.

5. CONCLUSION

To strengthening the country must first strengthen its education. As a future educator, Education Master bears the heavy responsibility of teaching and educating people. Improving the practical quality of Education Master can help it meet the requirements of teachers in the new era and further implement the strategy of building a strong education country. This study, from the perspective of the spirit of educators, proposes the practical qualities that education masters should possess as future teachers, and based on this, proposes the main paths to improve the practical quality of education masters, aiming to enhance

their competitiveness in future positions and meet the needs of the times. But in order to truly improve the practical quality of education master's degree, efforts from training institutions, internship schools, society and other parties are needed to jointly participate in the cultivation of practical quality of education master's degree.

ACKNOWLEDGMENTS

Fund Project: Liaoning Province Education Science "14th Five-Year Plan" 2021 Project Approval Project (JG21DB476).

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