

The Study of Reflection on the Construction of the Ethics of Young Teachers in Colleges and Universities from the Perspective of Core Socialist Values

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Abstract:

The core socialist values have a profound and far-reaching impact on the Chinese nation. Guided by Marxism, aiming at the common ideal of socialism with Chinese characteristics, supported by patriotism and the spirit of the times on reform and innovation, and with a socialist concept of honor and disgrace, core socialist values have a far-reaching impact on individuals and groups, nation, country, and even the whole society. Core socialist values also guide people's spirit and will from the depths of their minds. Based on this, educating and guiding young teachers in colleges and universities to promote their continuous development in a more positive direction under the influence of core socialist values can promote them to truly become excellent teachers for the people.

Keywords:

Core socialist values
Colleges and universities
Young teachers
Construction of teacher's ethics

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1. Introduction

The key to the construction of young teachers' ethics in colleges and universities lies in the spiritual core^[1]. Teachers who have noble ideals, who can be strict with themselves and be tolerant of others, who are guided by the core socialist values, and who provide students with correct guidance on spiritual qualities and behavioral habits, prompt every student they taught gradually develop a resolute and courageous character, and a sound personality guided by wisdom and respect for life, which will have a positive impact on the development of the

family, the nation, the country and society^[2]. In this way, they represent truly qualified teachers, who can shoulder the important responsibility of "preaching", "teaching", and "solving problems." In this regard, it is also necessary to carry out ideological and political education for young teachers in colleges and universities, so that they can always be committed to the spirit of dedication, indifferent to fame and fortune, and committed to "teaching and educating people" in the course of their work. Core socialist values lead teachers' value orientation, guide their behavior, and assist them in overcoming teaching

difficulties, especially with the current social reality, pass on professional knowledge and ideological and political content to students, become a good mentor and friend, help each student grow healthily physically and mentally, and truly become the founder of talents with both virtue and ability, the inheritor of excellent culture and the practitioner of ideal personality.

2. The influence of core socialist values on the construction of young teachers' ethics in colleges and universities

The influence of core socialist values on the construction of young teachers' ethics in colleges and universities is mainly reflected in two aspects.

2.1. Value guidance

Core socialist values themselves are characterized by value thinking. Taking them as guides to young teachers' ideology and behaviors in colleges and universities can prompt them to further clarify the development path of their professional development^[3]. By constantly honing professional skills, improving professional quality and moral quality, devoting themselves to the cause of education and teaching, and providing students with professional teaching and comprehensive quality cultivation and other services through education and teaching, teachers have the opportunity to achieve greater social impact while realizing their individual values.

2.2. Behavioral guidance

Action guidance, on the other hand, is mainly embodied in the reinforcement of teachers' ideological and political literacy and the improvement of subjective action ability under the circumstance of clear development goals^[4]. That is to say, teachers can take the initiative to learn the content related to professional knowledge, skills, ideology, and politics, and constantly improve themselves. In teaching practice, they can guide students' ideological awareness and behavioral habits, and help them acquire professional skills and comprehensive development so that their awareness of education is continuously strengthened.

3. The path of moral construction of young teachers in colleges and universities under the perspective of core socialist values

Under the perspective of core socialist values, the basic idea of moral construction for young teachers in colleges and universities should place young teachers in a positive environment centered on core socialist values, cultivate and influence them with ideology and culture from multiple perspectives such as ideological value guidance, cultural guidance, supervision and management, professional development and environmental impact to enable them to have higher political and cultural accomplishment, professional ethics and quality. Based on this, they can take the initiative to accept the supervision of the school and the society in combination with the concept of lifelong learning, actively participate in further study in the profession, ideological and political education, and other activities, constantly move forward on the road of professional education and teaching development, and provide more positive and reliable education and teaching guidance for contemporary college students while achieving the goal of professional growth of teachers^[5].

3.1. Attaching importance to the ideological guidance of Marxism

The leading effect of Marxist ideology is outstanding, which can change young teachers' views on "education and teaching" and "professional development", prompting them to combine their individual interests with collective interests and social interests. This allows them to dialectically view the relationship between the promotion of individual interests and the realization of collective and social interests, and dare to step out of their individual comfort zone to create more favorable conditions for students, the development of education, and social progress^[6].

For example, with the opportunity of teaching and researching activities, the content of ideological and political education can be integrated into teaching and researching activities to provide young teachers with objective and profound ideological education. Especially in the teaching and researching activities, the teaching comparative experiments can be organized to guide young teachers to compare their teaching activities before and after the teaching and research activities, and

before and after the change of ideology, enabling them to have a comprehensive comparison and understanding from the aspects of the teaching philosophy, the use of teaching methods, teaching design, teaching organization and implementation, and so on. This makes them take the initiative to discover their growth in teaching and researching and the impact of core socialist values on their professional growth. For example, although the performances of teachers in the first experimental course after receiving this ideological education have not been greatly improved, it can be seen from their interaction with students, the organization of their teaching language, and the impacts of their actions that students generally listen more attentively, are more accepting of their teachers, and the student's response is relatively more enthusiastic. This shows that the growth of teachers in ideological and political education has had a boosting effect on their professional development.

3.2. Cultural guidance of socialism with Chinese characteristics

The influence of Marxism on Chinese society is extremely far-reaching so in the process of emphasizing the practice of Marxism, firmly taking the development of the socialist path with Chinese characteristics, being guided by the socialist culture with Chinese characteristics, cultivating the cultural literacy of young teachers in colleges and universities are conducive to prompting teachers themselves to become the successors of the cause of socialism with Chinese characteristics. More excellent students can then be cultivated with the thought of socialism with Chinese characteristics, and help students develop individually and develop professional education.

For example, colleges and universities attach great importance to the construction of teachers' ethics, organize and carry out activities to build teachers' ethics, such as the learning and education of "Four Histories", which means Records of the Grand Historian, The Book of the Han Dynasty, the Book of the Later Han Dynasty, and The Three Kingdoms. This also includes the activities of "three meetings and one lesson", which means the system of holding party branch general meetings, meetings of party branch committees, party group meetings and party lectures, evaluation of excellence and distinction, and so on, guided by Marxism and socialist

culture with Chinese characteristics. Colleges and universities can also use modern information technology, such as radio, website, Weibo, WeChat, and so on, and integrate school resources, such as publicity windows, school newspapers, a party history hall, a school history hall, alumni hall. They can organize joint off-campus education bases such as the Red Culture Base, the Red Revolution Memorial Hall, and so on. Young teachers can participate in on-site teaching, field visits, and other activities to study the revolutionary forefathers' patriotic feelings deeply, remember the revolutionary martyr, and conduct education on teachers' ethics^[7]. Colleges and universities can select "favorite teachers", guide young teachers to pay attention to the development of their behavior and the impact on students, schools, and educational undertakings, and further deepen their sense of social responsibility so that they can gradually develop from individual interests to collective interests, develop towards the cognitive direction of "Chinese nation community" and "human destiny community", and make them become the most vibrant driving force in their educational endeavors^[8].

3.3. Establishment of a multiple supervisory mechanism for teachers' ethics

In the process of young teachers' moral construction, it is necessary to make use of the influence of the external environment to promote a deeper understanding of their role in the education and teaching system. From the perspective of effective supervision of colleges and universities and society, comprehensive supervision and guidance on the construction of young teachers' ethics and the establishment of a sound supervisory mechanism are the key ways to promote the all-round development of young teachers.

For example, comprehensively study the "Teachers Law of the People's Republic of China" and the series files of ten principles for professional behavior of teachers in the new era. Then based on its specific basis, organize and carry out assessment work and establish an evaluation mechanism. The evaluation results of ideological and political literacy shall be incorporated into the annual assessment, position appointment, professional title appraisal, award and excellence evaluation, and other activities of teachers, which should be fully reflected as the first assessment condition^[9]. Establish a long-term

mechanism for assessment and supervision, and improve the supervision and management system based on the comprehensive participation of teachers, students, schools, and society ^[10]. The policy of reward and punishment should be implemented according to the results of teachers' self-evaluation, students' evaluation, school evaluation, and social evaluation ^[11]. Each evaluation is quantified, the weight of each evaluation result is rationally set in the light of the actual examination and evaluation system, and a comprehensive score is given at the end. Reasonable standards should be set, and teachers with high scores and excellent comprehensive performance should be given corresponding material and spiritual rewards, such as certificates, bonuses, opportunities for professional further study, and so on. Reasonable punishment should be given to relatively backward teachers, such as the implementation of "one vote against meaning veto" in the aspects of research subject application, evaluation of professional title, tutor selection, and assessment ^[12].

Colleges and universities should establish teachers' ethics archives, with individual young teachers as the unit, and keep comprehensive and effective records according to the teacher's growth experience in the construction of teachers' ethics since teachers entered the school so that these can become powerful bases for teachers' evaluation of excellence and distinction and professional-title evaluation and so on. The analysis meeting of information on public opinions of teachers' ethics can also be held to summarize the information on public opinions of teachers' ethics, analyze the situation, study the countermeasures, and form a report on the analysis of public opinions of teachers' ethics, which will be reported to the teachers' ethics and styles-constructing group in school. The group will summarize, analyze, and judge the information on public opinions of teachers' ethics in the whole school and so on.

3.4. Focusing on the professional development of young teachers

The professional development of young teachers has the most direct and profound impact on the growth of individual

teachers ^[9]. From the perspective of young teachers' professional development, colleges and universities can link their moral construction with their individual professional development, analyze and summarize the teachers' professional development by combining the results of each selection, such as making "professional growth files" for them with semester, school year and the like as unit ^[13]. From the perspective of objective record, summarize the professional growth performance of teachers since they joined the school, make phase evaluation, and share it with teachers to help them identify the direction of the next development. Pay attention to the demands of teachers' individual development, and promote their level of impetus on teachers' moral construction by helping young teachers to grow professionally ^[14].

4. Conclusion

To sum up, teachers have an extremely profound influence on students' development, and students will strive to emulate what they say and do. Students' ideological beliefs have taken shape during their college years, but they are still influenced by their instructors, professional teachers, and so on. The uniqueness of each teacher's thought is the key reason to attract students to understand and learn, and students will also be unconsciously affected by some of their teacher's thoughts, speeches, and behaviors. Combined with teachers' own growing experience, they form certain personality characteristics, which play a non-negligible role in students' whole life. Therefore, attention should be paid to the ideological and political education of teachers in universities and colleges. Especially young teachers, as a new generation of preaching and teaching people, can not only become a teacher and a friend to students but also are most likely to have an impact on the students' thoughts and behaviors ^[15]. Combined with socialist core values, the positive guidance of young teachers' thoughts and behaviors will have the most positive impact on teachers' professional growth and students' physical and mental development.

Disclosure statement

The author declares no conflict of interest.

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