

Study on the Definition of Educational Responsibility of Teachers in Colleges and Universities in China in the New Era

Jing Yuan

Teachers Development College of Shaanxi Normal University, Shaanxi, 710119, China

Abstract: With the rapid development of society and the advancement of education reform, the new era has put forward higher requirements and expectations for college teachers. The definition of educational responsibility of college teachers has become an urgent research issue in the current education field. This study aims to explore the role orientation of college teachers, clarify their responsibility and mission, and provide theoretical support and guidance for the development of college teacher education through the study of defining the educational responsibility of college teachers in China in the new era.

Keywords: New era, College and university faculty, Educational responsibility, Defining research.

1. Introduction

With the progress of our society and economic development, higher education plays an increasingly important role in the national development strategy. As the foundation and core of higher education, college teachers play an important role in cultivating talents, spreading knowledge, and fostering innovation. However, the new era has put forward higher requirements for the educational responsibility of college teachers. College teachers should not only have excellent academic ability and teaching level, but also actively participate in the comprehensive quality cultivation of students and cultivate their innovative thinking and practical ability. In this context, in-depth research on the definition of educational responsibility of college teachers is of great significance to deepen the reform of college teacher education and improve the level of teacher education. The purpose of this paper is to define the educational responsibility of college teachers in the new era by comprehensively analyzing the relevant literature and the current situation of teachers' educational responsibility in colleges and universities in China, introducing relevant theoretical frameworks and models, and defining the educational responsibility of college and university teachers in the new era from the perspectives of students' needs, social needs, and individual teachers. At the same time, the paper proposes guiding principles and strategic measures for the policy and institutional environment, educational concepts and needs, and teachers' individual development that affect the educational responsibility of college teachers, aiming to provide reference and reference for the definition of educational responsibility and the development of teacher training in colleges and universities. This paper is expected to provide theoretical support and practical paths to promote the definition and practice of teachers' educational responsibility in colleges and universities.

2. Concepts of Responsibility and Educational Accountability

Responsibility means that, under certain conditions, an individual or an organization assumes the obligations and

responsibilities due to it and bears the corresponding responsibility and consequences for its actions and decisions. Responsibility is an indispensable concept in social life, which involves many levels such as morality, law and ethics. In the field of education, educational responsibility refers to the duties and responsibilities that educators should undertake in the educational process, including the educational guidance, assessment and care of students. Educational responsibility is one of the core duties of educators, which reflects their sense of responsibility to students and society in educational practice. In the new era, the concept and connotation of educational responsibility are also developing and evolving. The new era has put forward higher requirements for college education, and educational responsibility also needs to keep pace with the times. Against the background of the rapid development of information technology, educators should actively grasp the opportunities for innovation and continue to improve their teaching ability and educational literacy in order to better fulfill their educational responsibilities. In addition, against the background of social diversification and globalization, educators should also focus on cultivating students' cross-cultural communication skills and global vision, so as to help them adapt to future social development and international interactions. There are several key features of the existing educational responsibilities[1].

2.1. Guiding students to grow

Educational responsibility centers on guiding the growth and development of students. Educators should be responsible for providing appropriate teaching and learning environments and resources to help students acquire knowledge, develop their abilities and build their character so that they can develop fully in terms of thinking, feeling and behavior.

2.2. Educational assessment and guidance

Educational responsibility also includes assessment and guidance for students. Educators should pay attention to students' learning progress and difficulties, give timely assessment and feedback, help students recognize their strengths and weaknesses, and provide appropriate guidance and support to facilitate their personal development and the

development of their independent learning abilities.

2.3. Fostering a sense of social responsibility

Educational responsibility also includes developing students' sense of social responsibility and civic awareness. Educators should guide students to actively participate in social activities through educational activities and practices, cultivate their sense of social responsibility, and make them socially conscious and humanistic citizens.

2.4. Care and protection of students

Educational responsibility also includes the care and protection of students. Educators should establish good teacher-student relationships, care for the physical and mental health of students, and provide the necessary assistance and support to ensure that students learn and grow in a safe and harmonious environment.

3. Problems in Defining Responsibility for Education

3.1. Generalization of the content of educational responsibilities and over-expectation of the role of teachers

The generalization of the content of educational responsibilities refers to the use of overly broad language in the definition and delineation of educational responsibilities, which lacks clear guidelines and operationalization of the specific duties and obligations of educators. The over-generalization of the definition of educational responsibilities results in teachers not being clear about what specific responsibilities they should take on and how to carry them out effectively. Excessive expectations of teachers' roles refers to the fact that society expects more from teachers than they can reasonably undertake. Educators are often asked to play multiple roles in the teaching and learning process, such as educational mentors, assessment experts, and psychological supporters. However, teachers have limited time, resources and capacity to perform all the roles fully. These issues lead to a series of practical dilemmas and challenges. On the one hand, the generalization of the content of educational responsibilities has caused teachers to face confusion and uncertainty in their practice, making it impossible for them to accurately understand and implement their educational responsibilities; on the other hand, the excessive expectations of teachers' roles have made them feel pressured and overburdened, and have even affected their enthusiasm for teaching and professional development. The reasons for these problems mainly include unclear definition of educational responsibility, disconnection between educational theory and practice, and inadequate educational system. Generalized statements in defining educational responsibility, the disconnect between educational theory and practice, and high expectations of the role of teachers limit the accuracy of the definition of educational responsibility and the feasibility of its implementation.

3.2. Blurred boundaries of educational responsibilities and lack of family and social education

The blurring of the boundaries of educational responsibility refers to the lack of clarity about the specific scope and boundaries of educational responsibility in the process of

education, leading to confusion and disputes among different educational subjects in the assumption and fulfillment of their responsibilities. The absence of family and social education refers to the inadequacy of the family and society in the fulfillment of educational responsibilities, which cannot effectively complement and support school education, resulting in gaps and imbalances in educational responsibilities[2].

The problem of the blurred boundaries of educational responsibility has two main aspects. First, there is ambiguity in the concept and definition of educational responsibility. Educational responsibility involves not only school education, but also family education, social education and other aspects. However, when specifically defining educational responsibility, there is often a lack of clear guidelines and operationalization, resulting in ambiguity in the scope of responsibility. This has led to misunderstandings and disputes between educators, family members and other socio-educational institutions regarding the division and articulation of responsibilities. Secondly, there is a blurring of boundaries between school education and family and social education. School education has taken on a large part of the educational responsibility, but family and social education also play an important role in the overall development of students. However, due to the absence of family and social education, schools are often over-responsible and need to shoulder most of the educational responsibilities. This not only puts additional pressure on school education, but also leads to the inadequacy of the family and society in the fulfillment of their educational responsibilities.

3.3. Unclear standards of educational responsibility and lack of relevant laws and regulations

At present, there are problems of unclear standards of educational responsibility and the absence of relevant laws and regulations in defining educational responsibility. First, the standard of educational responsibility is unclear. Educational responsibility involves a number of participants, including teachers, schools, parents and the government. However, in practice, the specific responsibilities and obligations of these participants are not clearly defined, and there is a lack of clear standards for educational responsibility. For example, the responsibilities of teachers should include reasonable teaching arrangements, assurance of teaching quality, and the overall development of students, but there is a lack of clear standards to define the specific content and measurement of these responsibilities. Similarly, there is ambiguity in the educational responsibilities of various parties such as schools, parents and the government. This leads to a lack of clear guidelines for educational participants and makes them prone to shirking responsibilities and non-implementation of responsibilities. Secondly, the lack of relevant laws and regulations is also one of the problems in defining educational responsibilities. At present, China has not yet introduced a law that comprehensively regulates educational responsibility, and the provisions of existing regulations on educational responsibility are relatively one-sided and vague. This limits the definition and implementation of educational responsibility. The lack of support and constraints of relevant laws and regulations makes the definition and fulfillment of educational responsibility subject to certain limitations. At the same time, the lack of a clear legal basis for regulating and promoting

educational responsibility has hampered efforts to effectively raise the overall level of education.

4. Some Reflections on The Definition of Responsibility for Education

4.1. Rationalizing the boundaries of educational responsibilities and forming reasonable expectations of the role of teachers

The definition of educational responsibility is a complex and crucial topic, involving the power and responsibility relationships of a number of educational subjects such as teachers, students, families and society. In order to rationally define the boundaries of educational responsibility, the following aspects can be considered and explored.

(1) Rationalizing the boundaries of educational responsibility

Educational responsibilities should be diversified and comprehensive, not only limited to the scope of school education, but also including the responsibilities of family education and social education. By reasonably defining the boundaries of educational responsibility, we can clarify the responsibilities and obligations that each educational subject should undertake. For example, schools are responsible for imparting knowledge and skills and cultivating students' creative ability and comprehensive quality; families are responsible for providing emotional support and moral education to help students establish correct values; and society is responsible for providing a suitable learning environment and social resources to promote the cultivation of students' social adaptability and practical ability. Only by clarifying the boundaries of educational responsibilities can the role of each educational subject be better utilized and a synergistic force for educating people be formed.

(2) Developing reasonable expectations for the role of the teacher

Teachers are the bearers and implementers of educational responsibilities, and there should be reasonable expectations for their role. Teachers are expected to have specialized knowledge and pedagogical methods that enable them to impart knowledge and develop students' abilities efficiently. However, we also need to recognize that teachers have limited abilities and cannot perform all roles. Expectations of teachers should therefore be reasonable and specific, taking full account of their time and resource constraints. Teachers should also be provided with a favorable educational environment, professional development opportunities and appropriate remuneration packages to enhance their motivation and professional competence[3].

(3) Emphasizing cooperation and collaboration among educational agents

The definition of educational responsibility should not be understood as a division and independence between the various educational subjects, but should emphasize their interconnectedness and synergy. Schools, families and society should form a complementary relationship, sharing and fulfilling their educational responsibilities. Schools, as places of learning, should actively establish communication mechanisms with parents and society to promote information sharing and cooperation. Families should provide support and guidance for students' lives, and work with schools to focus on students' growth and development. The society should

provide abundant resources and opportunities to provide students with a broader space for development. It is through organic collaboration among the main bodies of education that the full play and maximum effectiveness of educational responsibilities can be realized.

4.2. Clarify the rights and responsibilities of university teachers and build an organism of shared rights and responsibilities

As one of the main bearers of educational responsibilities, the clarification of the rights and responsibilities of teachers in higher education is crucial to the construction of an organism of shared rights and responsibilities. The following are a few reflections.

(1) Clarifying the rights of university teachers

Teachers in higher education should enjoy basic rights such as teaching autonomy, the right to academic research and the right to professional development. The right to teaching autonomy means that teachers have the right to independently formulate teaching plans, teaching methods and assessment methods based on their professional knowledge and teaching experience in order to better promote students' learning outcomes. The right to academic research safeguards the right of teachers to conduct scientific research and encourages them to actively engage in scientific research activities to enhance their academic standards. The right to professional development, on the other hand, includes the right of teachers to promotion, salary and remuneration, and appraisal of their titles, which helps to stimulate teachers' enthusiasm and creativity in their work.

(2) Clarifying the responsibilities of university teachers

The primary responsibility of teachers in higher education is to ensure the quality of teaching and the academic development of students. They should possess professional knowledge and educational and teaching skills and apply them in classroom teaching to help students acquire knowledge and develop comprehensive qualities. In addition, college teachers are obliged to conduct academic research, participate in academic exchanges and research programs, and other activities to improve their academic level and contribution to their disciplines. At the same time, college teachers should also actively participate in school management, teacher ethics and teacher training and educational reform and innovation to contribute to the development of the school and society.

(3) Building an organism of shared rights and responsibilities

To realize the sharing of rights and responsibilities, it is necessary for university teachers, schools and the Government to form a joint effort. College teachers can exercise their rights through academic freedom and autonomy while actively fulfilling their corresponding responsibilities. Schools should establish a sound personnel management system and incentive mechanism, provide good education and teaching conditions and research environment, and support teachers' teaching and research work. The government should strengthen its investment in higher education, formulate relevant policies and regulations to protect teachers' rights and interests and career development, and promote the healthy development of higher education.

4.3. Establishing a system of standards for educational accountability to "do something, not something" "

The purpose of establishing a system of standards of educational responsibility is to clarify the responsibilities and duties of educators in the educational process, as well as to define the scope of the duties they are expected to undertake.

(1) Clarify the core responsibilities of educators.

The primary responsibility of educators is to nurture the overall quality and development potential of students. They should be committed to improving students' academic standards, thinking skills, creativity and sense of social responsibility, so as to lay a solid foundation for their growth. In addition, educators should actively guide students in shaping the correct values and outlook on life and cultivating good moral character. By clarifying this core responsibility, educators can make their mission and direction clearer.

(2) Defining the boundaries and limits of educators

The definition of educational responsibility requires a clear definition of the scope of duties that educators should assume and the areas in which they should not be involved. Educators should focus on teaching and education, devoting their energies to teaching design, teaching methods, student evaluation and so on, and refrain from interfering excessively in students' personal lives and family affairs. At the same time, the responsibilities of educators with regard to students' mental health, safety and security should also be clarified, so as to promote students' all-round development and physical and mental health.

(3) Establishment of evaluation systems and accountability mechanisms

The definition of educational responsibility needs to be realized through the establishment of a scientific and reasonable evaluation system and accountability mechanism. The evaluation system should take into account factors such as educators' teaching results, student evaluations and peer reviews, in order to make an objective and fair assessment of their educational work. The accountability mechanism is an important means of monitoring and restraining educators in their performance of their duties, and educators who fail to perform their duties or who violate the law should be punished and disciplined accordingly.

Strengthening training and development of educators

The definition of educational responsibility also needs to focus on the professional development and capacity enhancement of educators. Educators should receive

systematic education and training to continuously improve their teaching and professional knowledge. At the same time, schools and educational administrations should provide good development opportunities and career advancement paths to motivate educators to continue to forge ahead and innovate.

5. Conclusion

This paper clarifies the responsibility and mission of college teachers in educational reform and development by defining the educational responsibility of college teachers in China in the new era. In the context of the new era, the educational responsibility of college teachers is not only limited to the teaching of knowledge and skills, but also needs to focus on the students' comprehensive literacy training, innovation ability cultivation and social responsibility. At the same time, the support of policies and systems, the attention of students' needs and the professional development of individual teachers are also important conditions for the construction of the educational responsibility system of college teachers. In conclusion, the definition of teachers' educational responsibility in China's colleges and universities in the new era is of great significance in promoting the reform and development of education. By clarifying the responsibility and mission of teachers and establishing a scientific and effective support mechanism and evaluation system, it helps to improve the educational level and teaching quality of college teachers, cultivate excellent talents and promote the development of higher education. Future research can further deepen the definition of teachers' educational responsibilities in colleges and universities, explore effective ways to implement teachers' educational responsibilities, and promote the continuous innovation and development of teacher education.

References

- [1] Qing Zhimin. Research on the definition of educational responsibility of teachers in colleges and universities in China in the new era[J]. Journal of Hainan Radio and Television University,2019,20(04):137-140.
- [2] Xue Xuemei,Ling Xu. Discussion on the responsibility and professional ethics cultivation of college teachers[J]. Industry and Technology Forum,2021,20(16):206-207.
- [3] Guo Yanlong. Exploring the responsibility of college teachers under the new situation[J]. Science and Education Wenhui (Zhongdian),2018(29):19-20.