

Research on the Path of Improving Teachers' Professional Ethics in the Context of The New Era

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Abstract: In the new era, China's education construction pays more and more attention to quality education; based on this, improving teachers' professional ethics has also become a hot and focal issue of current research. By analyzing the critical points of improving the professional ethics of college teachers in the new era, we discuss three aspects, including the professionalism of subjects. Then, we discuss the urgency of improving teachers' professional ethics in the new era and propose relevant strategies.

Keywords: New era, Teachers, Professional, Ethical quality.

1. Introduction

In the broad context of cultural construction innovation and diversified development, technological innovation and empowerment, and a new economic environment, the construction of social undertakings in China has ushered in a new stage of development. Among them, the construction of education structure has gradually changed the traditional design and implementation mode of education and teaching structure with the deepening of reform. At present, Chinese education and teaching pay more attention to the training and improvement of the core qualities of primary and secondary school students. Based on this, the times' environment has put higher requirements on teachers. In particular, China's goal of building a "cultural power" has clarified the focus and direction of contemporary education and teaching. The construction of teachers' professional ethics has become a hot topic of concern in today's society. Therefore, this paper discusses the ways to improve teachers' professional ethics in the new era.

2. The Focus on Improving Teachers' Professional, Ethical Qualities in The Context of The New Era

2.1. Professionalism in Subjects

The professional quality of subjects is the basis of teachers' professional ethics, and it is also one of the essential elements affecting the superstructure of teachers' personal and professional ethics. As practitioners and facilitators of education, teachers are responsible for knowledge dissemination. Their level of subject knowledge affects the effectiveness of subject teaching. Subject knowledge literacy is the fundamental quality that high-quality teachers should have. In the new era, if teachers want to break away from the limitations of the traditional education and teaching model, they need to learn and deeply understand the subject matter, teaching methods, pedagogy, and other professional knowledge in line with the requirements of the times for talent training.

2.2. Innovative and Comprehensive Literacy

Among the connotations of teachers' professional ethics, innovative and comprehensive literacy is a prerequisite for deepening education and teaching reform and an essential

guarantee for promoting the effectiveness of talent training in the new era. Teaching quality includes educational curriculum design, information curriculum design, modern education research and reflection, and modern education implementation skills, which focus on teachers' curriculum awareness, modern education management and teaching management skills, information technology teaching, and construction awareness, and modern education technology use level [1]. The improvement of teachers' innovative literacy is not only conducive to the improvement of education and teaching from a materialistic and dialectical perspective but also can indirectly improve students' subject core literacy through daily education and teaching activities and ensure that the design of education and teaching activities is consistent with the relevant policies, guidelines, and guidance requirements.

2.3. Teacher Moral Cultivation and Moral Information Literacy

Teacher moral cultivation is the core content of teachers' professional, ethical cultivation, and is also the centralized embodiment of contemporary educational theoretical values, and is the essential basic quality of teachers in teaching [2]. In the light of the current requirements of the relevant departments for teachers' professional ethics, the three aspects of teacher ethical ideals, teacher ethical principles, and teacher ethical norms are elaborated. On this basis, teachers face the new context of the times and continuously improve their quality. In fact, under the constraints of teacher ethics and principles, they reach a code of conduct that meets the general requirements for carrying out their work. On the other hand, information ethics focuses on the complex environment of online information and multiculturalism. Teachers must ensure they can filter information and distinguish between right and wrong, the scientific guidance necessary for our outlook on life, values, and worldview. Teachers should ensure scientific intervention in developing children's personalities and values to achieve the goal of nurturing excellence.

3. The Urgency of Improving Teachers' Professional, And Ethical Qualities in The Context of The New Era

3.1. Higher Requirements for The Level of Core Quality Education of Students

Based on the fundamental task of establishing moral education, it is proposed to cultivate the core quality of primary and secondary schools, aiming at the comprehensive reform of the primary education curriculum in order to enhance the comprehensive quality level and personal ability of primary and secondary students, inject new vitality and momentum into the professional field, and thus drive the initiative of continuous innovation in social production. Basic literacy refers to the essential ability to realize teaching ideas, training goals, and specific educational implementation, which essentially means "what kind of talents to train for future development." In order to cultivate the essential qualities of students in teaching activities, it ultimately comes back to the teachers' educational work, so teachers must ensure that they have some necessary character qualities and critical abilities to meet the actual needs of students in the process of learning and growth [3]. This is not only because of the unique nature of the education discipline - the logical starting point in the educational activity is in the school - but also because the teacher becomes the guide of the students in the cognitive process and as a role model benchmark, his or her behavior, professional core literacy, and thinking consciousness will have some impact on the students.

3.2. More Complex Network Environment Affects the Construction of Social Morality

With the continuous development of the Internet+, various media, software APPs, and entertainment products are flooded into people's daily life. Network production content and information about hot events have spread in a short period, relying on network communication technology and mobile electronic devices to achieve full network coverage, which makes the network environment more complex, and some unprocessed and maliciously fabricated information content is uploaded to the network space and spreads. The quality of data resources in the Internet platform varies, which makes the importance of information data in the Internet space more and more prominent. Therefore, teachers must enhance their moral quality further, identify lower-quality information materials by improving information awareness and ethics, and prevent children from developing psychological disorders due to the influence of lousy information [4]. At the same time, because the ability of primary and secondary school students to discriminate information materials is still limited, and the establishment of their outlook on life is highly susceptible to the influence of external conditions if students' lives are filled with some malicious subversive cognitive information, they will have problems such as distorted values, wrongly inclined value orientation and unsound personality.

3.3. Professional Ethical Quality Is the Core of The Professional Quality of College Teachers

Professional ethics is the prerequisite for judging whether a teacher is qualified or not, and it is also a core professional quality. The state is doing its best to promote the theory of quality education reform and the full implementation of

working methods. Teachers should not only develop the ability of language expression, teaching and working, team management, and the ability of self-regulation and self-reflection to ensure that they can bring quality education and teaching services to students. At the same time, they should also improve their professional ethics, i.e., they should insist on the morality of teachers as the center, and constantly improve and innovate their education and teaching work by realizing the rise of their comprehensive ability level and ideological awareness, to ensure the education and teaching activities and human resources training work that meet the needs of the current environment. Moreover, the establishment of educational beliefs, the transmission of knowledge in educational activities, the externalization of educational behavior, and the formation of teaching monitoring mechanisms are all closely related to constructing teacher ethics and teaching style. Therefore, teachers must establish the purpose of lifelong learning. In the process of education and teaching, they should organically combine the idea of educating people and the spirit of cultivating themselves and strive to teach with morality, learn with morality, establish themselves with morality, and cultivate morality with morality [5].

4. The Path of Improving Teachers' Professional, And Ethical Quality in The Context of The New Era

4.1. Optimizing the Curriculum System Based on The Orientation of Teachers' Professionalism

Teacher education is an effective way to improve teachers' professional ethics directly, and by guiding teachers to improve their knowledge and comprehensive strength, it is also conducive to further improving the effectiveness of education and teaching. The appropriateness of the education and training curriculum design is intuitively related to the effectiveness of constructing the professional ethics system for university teachers. On this basis, it is proposed that teacher training should be designed according to the characteristics of the new period, changing the original teaching form, teaching content, and course practice. According to the principle of gradual and orderly progress, the specific curriculum objectives of teacher training in each period are determined, with the fundamental task of building virtuous people for teaching as the guiding direction, to cultivate teachers' advanced educational ethics, improving teachers' professional culture and promoting teachers' professional growth, and taking the cultivation of "dream builders" of the new era as an essential goal of teacher education and training. Secondly, in response to the current and innovative requirements of the content of higher education courses, the content framework of education training courses was reconstructed, mainly covering educational expertise, basic knowledge of teaching methods, basic knowledge of higher education, knowledge of information technology in higher education, knowledge of international understanding and knowledge of information ethics, and personalized teaching guidance knowledge module and information knowledge course module were added.

4.2. Exploring New Models of Personalized Teacher Education to Improve Capabilities

The complexity of the network environment has placed higher demands on teachers' professional conduct. In this regard, teachers' professional competence, information competence, and ethics can be enhanced through teacher education, and new education models oriented to teachers' individual needs can be developed [6]. First, in exploring new models of teacher education using information technology, it is essential to make clear that all activities must be based on improving teachers' competencies and ensuring that they are directed, operational, and flexible. Secondly, through the development of specific operating procedures for personalized teacher education and training, it is possible to implement them within the framework of "analysis of teachers' actual needs, design of personalized teacher courses and services, development and certification of teachers' abilities, and evaluation of teachers' professional ethics." Finally, we provide a multi-functional teacher training system to support diversification. We provide the conditions for implementing various teacher training procedures so that teachers can choose freely according to the needs of their subject growth.

4.3. Listening to Teachers' Demands and Formulating Guidance Standards for Teacher Training

In order to ensure the relevance, operability, effectiveness, and continuity of the role of teacher ethics training, it is necessary to develop guiding standards for teacher ethics training. However, in the light of experience in teacher education and related training work, the formulation of guidance standards should be based not only on actual practice based on practical possibilities but also on listening to teachers' demands to ensure that the guidance standards for teacher ethics and teacher training can give full play to the role and function of teachers. Based on this, it is suggested that when formulating teacher ethics training guidance standards, the expectations of the social environment for the level of teachers' professional and ethical quality and how to achieve comprehensive protection of teachers' reasonable rights and interests in the promotion work should be taken into account. Through multiple assessments, the current definition and positioning of teacher ethics by various groups should be clarified, and new content should be added to the training and counseling standards for teaching ethics in the form of "filling in the gaps." At the same time, the relationship between educational obligations and rights should be reconciled, and teachers should be made to understand such rules from a socially rational perspective so that they can accept, understand, and abide by them in their hearts [7], and internalize them as their learning.

4.4. Improve the Mechanism of Teacher Moral Construction According to The Requirements of Moral Education

According to the characteristics of teachers' morality and cultivating people, improving the incentive mechanism for constructing teachers' morality and style can further enhance

the information morality and professional morality of college teachers to improve their social serviceability. Relevant administrative departments can strengthen the guidance of college teachers and use the convenience of administrative departments to guide colleges and teachers to promote the construction of teachers' morality and style jointly, including strengthening the publicity and education of teachers' morality and style, strengthening national cultural self-confidence and information security awareness training, relying on the information-based teaching platform to publicize the deeds of outstanding teachers, and carrying out the selection of "becoming a teacher" activities, and so on. Thus, the teacher's group spontaneously pays attention to the personal cultivation of teachers' morality and forms a good fashion within the school. In addition, schools can also establish teachers' morality assessment, teachers' professional morality grade assessment, and related incentive mechanisms according to the actual situation. Through the developmental evaluation method of diversified primary body input, the teachers' moral performance is combined with the teaching staff's assessment and evaluation to encourage them to improve their professional moral quality [8].

5. Conclusion

To sum up, improving teachers' professional ethics in the new era is an important issue that teachers must face. The contents include professionalism in disciplines, innovative and comprehensive literacy, and teacher and information ethics. Based on the current environment's requirements and social construction's development needs, we promote the improvement of teachers' professional ethics by optimizing the teacher education curriculum and formulating guidance standards for teacher ethics training.

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