

The Construction of the System of Teacher's Ethics Evaluation

Feng Wang

Zhoukou Normal University Henan, Zhoukou 466001, China

Abstract: The evaluation of Teacher's ethics is an important part of teacher's evaluation, which plays a positive role in promoting the development of education. This paper probes into and analyzes the connotation, evaluation standards and current problems of the evaluation of teachers' ethics, and puts forward some countermeasures such as carefully quantifying the evaluation of teachers' ethics, making clear the evaluation contents of teachers' ethics, and diversifying the evaluation subjects from the perspective of schools.

Keywords: Moral Evaluation, Teacher's profession, Teacher's moral evaluation.

1. On the Connotation of Teachers' Moral Evaluation

Teachers' professional ethics, also known as teachers' ethics, has two different understandings: first, it refers to the sum of the behavioral norms that teachers should follow in the process of engaging in educational work to adjust the relationship between teachers and students, their parents, other teachers, schools, the state, society and other subjects, which belongs to social norms; The second refers to the professional moral qualities that teachers should possess in education and teaching activities, including moral consciousness, moral emotion, moral will, moral behavior and moral cultivation, which belong to the psychological category [1] 14. Teachers' professional ethics is a special form of professional ethics. It is the basic requirement and summary of teachers' professional behavior in a certain social form. It morally stipulates what kind of thoughts, feelings, attitudes, styles and codes of conduct teachers should use to adjust the relationship with other subjects in the process of education, deal with educational labor problems, so as to do a good job in education and fulfill their duties for the society. Good teachers' professional ethics is not only a necessary condition for completing education and teaching tasks, but also an important part of teachers' self-development and personality improvement. At the same time, it also plays a positive role in promoting the formation of good school spirit and discipline. Teachers' professional ethics is so important that the construction of teachers' ethics is very necessary, and the evaluation of teachers' ethics is often regarded as a main method of teachers' ethics construction.

"The so-called moral evaluation, ethically speaking, refers to the social activities in which people judge or judge the moral value of individual or other people's behavior in social life according to the moral standards of good and evil of a certain society or class, and by means of social public opinion, traditional customs, inner beliefs and so on." (1) 22 accordingly, the evaluation of teachers' professional ethics is a specific manifestation of moral evaluation, which means that teachers themselves, others or the society, according to the socialist norms, norms and scientific standards of teachers' professional ethics, based on the systematic and extensive collection of information in all aspects and the full possession of data, use modern technical means to Moral will and moral

behavior are investigated and value judged. According to the theory of educational evaluation, the evaluation of teachers' professional ethics can be understood as a process in which teachers or other subjects systematically collect teachers' professional ethics information according to certain standards, judge the value of teachers' professional ethics on this basis, and provide information and decision-making basis for the improvement of teachers' Professional ethics. Here can be summarized as four points: first, the subjects of teachers' professional ethics evaluation can be teachers, students, peers and other subjects, which reflects the diversity of the evaluation subjects; Second, the methods and means of evaluation are based on the systematic collection of teachers' professional ethics information, including qualitative and quantitative methods; Thirdly, the core problem of evaluation is to judge the value of teachers' professional ethics, which reflects the nature of teachers' professional ethics evaluation and is different from other educational activities; Fourth, it reveals that the main purpose of evaluation is to promote the improvement and perfection of teachers' professional ethics.

2. Problems in Teachers' Moral Evaluation

Some people doubt that morality is intrinsic. Can teachers' morality be evaluated? The answer is yes. As a kind of professional ethics, teachers' ethics is the professional code of conduct that teachers' professional groups should abide by. For example, the code of ethics for education of the National Association of education in the United States, the code of professional ethics for primary and secondary school teachers in China and relevant educational laws and regulations all have provisions to restrict teachers' behavior at work. Of course, these terms can be used to evaluate teachers' morality. Moreover, if there is no way to evaluate teachers' ethics, how can so many "moral models" of teachers emerge in the society? Of course, some scholars believe that teachers' ethics cannot be quantified. For example, Ren chongdao believes that the dignity of a teacher is not only obtained by abiding by the code of professional ethics, but also the basic requirement for engaging in a certain industry. Is it necessary to increase the wages of drivers who do not drink and officials who do not accept bribes? In the final analysis, this extra reward is humiliation rather than respect, and it kills the dignity of

teachers. WuWenying also believes that teachers' ethics cannot be quantified, and linking teachers' ethics to wages may make teachers' ethics taste bad. If teacher's morality is energized, can conscience be measured? It is considered that it is dangerous to combine money and morality in evaluating teachers' ethics by adding points to teachers' performance salary, because teachers can use money and praise to trade [4]. They emphasized the abstract connotation of "Tao" and consciously ignored the concrete expression of "morality" of "Tao". For them, the word "morality" is only "Tao" and "morality" has been virtualized. In their eyes, morality is something suspended above human beings, so it is easy to fall into nihilism and mysticism. Of course, this also warns us to be cautious when quantifying morality and linking it with wages. If it is necessary to evaluate teachers' Ethics in the process of building teachers' ethics, what is its evaluation standard? Generally speaking, the standards of teachers' professional ethics evaluation can be divided into good and evil standards, responsibility standards and quality standards, which together constitute the standard system of teachers' professional ethics evaluation. Among them, the standard of good and evil is also the most basic standard for the evaluation of teachers' ethics. In real life, "good" and "evil" are the most basic categories that people use in moral evaluation of behaviors and events [6] 28. It is gradually formed in people's social life and has a certain class nature and historicity. The quality standard is proposed from the perspective of the conditions that teachers should have to undertake various responsibilities or complete various tasks [6] 35. That is, the general performance of people: knowledge, psychological quality, thought, will, interest, etc. The responsibility standard is mainly evaluated from the responsibility of the evaluation object and the completion of the task [6] 40. The evaluation of teachers' responsibilities often depends on whether the teaching attitude is serious, whether the teaching quality is improved, whether the students are concerned, respected, loving and strict, etc. When judging teachers' ethics, we should comprehensively consider the three standards and pay attention to the timeliness of the standards of good and evil. At the same time, teachers' responsibilities and quality standards should be taken into account, and teachers' moral evaluation should be insisted to serve teachers' professional growth.

3. Problems in Teachers' Moral Evaluation

Nowadays, it emphasizes the diversification of teachers' evaluation subjects, which has developed from a single leadership evaluation to an evaluation involving teachers, students, peers, schools, society and other subjects. Through the analysis, it is found that each subject has its own advantages and disadvantages.

3.1. teachers' self-assessment. It is characterized by allowing evaluators to summarize themselves, look for their own advantages and disadvantages, strengths and weaknesses according to teachers' professional ethics, constantly adjust their own educational behavior and psychological state, and make their educational behavior close to teachers' moral goals [6]. Possible problems: a large number of teachers are unable to correctly evaluate their own behavior and comprehensively summarize their own advantages and disadvantages. Although there are great differences among teachers, the assessment results of teachers' ethics cannot be separated.

3.2. student evaluation. As the main service object of teachers' work, students have the best understanding of teachers' teaching and educating behavior, and their participation in Teachers' professional ethics evaluation virtually gives teachers more supervision. To a certain extent, it can reflect the performance of teachers in all aspects, especially the attitude of teachers towards students, which is conducive to teachers' behavior in education in strict accordance with teachers' professional ethics standards [7]. Possible problems: students are worried that the teacher knows that he has participated in the evaluation of teachers' ethics, and dare not give the teacher a true score. Students' evaluation of different teachers' ethics and behavior standards is also inconsistent. Teachers who give their own lessons score high. Because they do not know other teachers, teachers who do not take classes score low or even do not participate in other teachers' scores, resulting in no comparability of students' evaluation results of teachers.

3.3. peer review. Peer evaluation mainly refers to the evaluation of teachers in the same discipline. In the evaluation process, the general content requirements of peer teachers are more in-depth, systematic, scientific and reasonable structure, and highly professional. Therefore, the evaluation results are credible and available, which is of great significance to standardize teachers' moral behavior and promote the construction of teachers' moral. However, the following two phenomena may also occur: first, the phenomenon of "nothing to do with yourself". Teachers believe that the evaluation of teachers' ethics is a form, which is also the most common and easy phenomenon of the evaluation of teachers' ethics. Do not pay attention to the actual moral status of the evaluated teachers, and be a "good man". Every teacher will give the same evaluation results, and no one will offend. Second, the phenomenon of "forming gangs". Some teachers regard the evaluation of teachers' ethics as a tool to "safeguard their own rights and interests", and the results of this evaluation are generally closely related to teachers' rewards and punishments. Once these two phenomena occur, the evaluation will be in vain.

3.4. the school organizes expert evaluation. Local governments and relevant administrative departments, as the competent units of the school, are responsible for the selection of teachers and

Elimination and other "high-risk" decision-making responsibilities play a "decisive" role in the evaluation of teachers' ethics. When organizing experts to evaluate teachers' ethics, the possible problems are: the higher-level "experts" who do not have professional knowledge evaluate teachers in the professional field, which is contrary to the concept of teachers' professional development, and may also lead to corruption in the evaluation process of teachers' ethics. If we invite experts outside the school to assist in the evaluation of teachers' ethics, it is easy to be divorced from the actual work of teachers. For example, experts lack in-depth understanding of the actual situation of teachers' work, communication difficulties or inconsistent information, and the cost is large, and the evaluation efficiency and evaluation frequency are limited.

3.5. social evaluation. It is generally believed that citizens, students' parents and other public personnel participate in the evaluation of teachers' Ethics for the purpose of school quality trust and performance accountability. However, the public is usually regarded as an outsider in school education practice. They do not know the status of teachers' ethics, and it is

difficult to act as the main body of teachers' ethics evaluation. Students' parents should become the main body of teachers' moral evaluation and directly participate in Teachers' moral evaluation. Some scholars conducted a survey on the evaluation of teachers' Ethics in primary and secondary schools in Guangxi. The report shows that parents' understanding of teachers' ethics is not comprehensive [8]. Specifically, the focus that people pay attention to teachers' ethics is teachers' sense of responsibility. On the one hand, it reflects parents' Utilitarian thoughts, on the other hand, it also reflects the neglect of quality standards and good and evil standards. The survey also found that more than half of the parents expressed that they could or could basically understand the "consciously resisting paid tutoring" and "abusing power for personal gain" expressly prohibited in the code of professional ethics for teachers (2008 Revision), which reflected the lack of mainstream values in society, and also showed that different people had different points of view in the evaluation of teachers' ethics.

4. Suggestions on Improving Teachers' Ethics Evaluation

In view of the misunderstandings and disputes that may exist in the evaluation of teachers' ethics, as well as the advantages and disadvantages of each evaluation subject, it is suggested that the following points should be done in the process of teachers' ethics evaluation: first, quantitative teachers' ethics evaluation should be treated with caution. In the evaluation, it is necessary to investigate from the aspects of personal performance and daily performance. It is also a formalism in school management and a lazy management method to blindly bring the evaluation of teachers' ethics into the scope of teachers' quantitative assessment. Secondly, clarify the evaluation system of teachers' ethics. Teachers in different schools and regions should

Use different evaluation standards and methods. For example, the proportion of middle school students should be greater than that of primary and secondary school teachers. Primary and secondary schools around the country should, in combination with the actual situation of their own schools, formulate practical and feasible teacher ethics evaluation

schemes that are suitable for their own schools. Finally, optimize the evaluation method. When using multi-agent evaluation, we should compile the cross analysis frame of teacher evaluation method and evaluation subject according to the specific situation, and give different weights of teacher ethics evaluation to different groups according to their different concerns about teachers. Before the evaluation of teachers' ethics, it is also necessary to give guidance to the evaluation subject on the significance and methods of teachers' ethics evaluation, such as guiding colleagues to conduct frank cooperation and mutual evaluation.

The construction of teachers' ethics is very important, but the evaluation of teachers' ethics as its main means is sensitive and lagging behind. How to make teachers have the ideal of teachers' ethics and consciously follow the norms of teachers' ethics is an issue that needs our attention.

References

- [1] Lu min. value orientation and Realization of professional ethics evaluation of College Teachers Wuhan: Huazhong University of science and technology, 2006.
- [2] Wen Bingmo, Wang Yingfeng. Ethics of university teachers. Hefei: China University of science and Technology Press, 1991:76.
- [3] Ren chongdao. Quantifying teachers' ethics is killing teachers' dignity. Oriental Morning Post, 2009-09-29 (A31).
- [4] WuWenyong. Can teachers' ethics also be quantified?. Zhujiang evening news, 2009-09-29 (A2).
- [5] Yu Ting. Research on Countermeasures to enhance the effectiveness of middle school teachers' ethics evaluation. Shanghai: East China Normal University, 2012:78.
- [6] Gao Fenghua. A preliminary study on the evaluation of teachers' professional ethics. Wuhan: Central China Normal University, 2000.
- [7] wangbinlin. Analysis of teacher evaluation methods and their applicable subjects. Research on teacher education, 2005 (1): 41-46.
- [8] Zhong Haiqing, Lu Huiju. Research Report on the evaluation of teachers' Ethics in primary and secondary schools in Guangxi [J]. Research on teacher education, 2008 (3): 48-51.