

Analysis of the Practical Dilemma and Improvement Path of High School Teachers' Moral Construction in the New Era

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Abstract: "It is easy to find a teacher, but it is rare to find a teacher." Teachers not only need to impart pedagogical knowledge, but also take on the responsibility of shaping the new generation. For a long time, our country has attached great importance to the construction of teachers' morality. In the context of the new era, it is of more far-reaching significance to strengthen the construction of high school teachers' morality. However, in real life, the construction of high school teachers' ethics is facing new tests and new problems. Therefore, this paper first analyzes the practical difficulties of high school teachers in the process of teacher ethics construction, and then systematically discusses the improvement path of high school teachers' teacher ethics construction, so as to provide some reference opinions for strengthening the construction of high school teachers' teacher ethics in the new era.

Keywords: Teacher Moral Construction; Reality Dilemma; Lift Path.

1. Foreword

In September 2023, General Secretary Xi Jinping emphasized in a letter to the representatives of outstanding teachers across the country that it is necessary to vigorously promote the spirit of educators, pointing out the way forward for the construction of high standards for teachers in the new era. General Secretary Xi Jinping has continuously put forward new requirements for strengthening the construction of teacher ethics in the new era, which provides a fundamental value for cultivating a high-quality professional teaching team that meets the needs of a strong country in education. On November 10, 2021, the General Office of the Ministry of Education issued a notice on convening a summary and exchange of special education on teacher ethics and a meeting to promote the implementation of key work on the construction of teacher ethics and teacher style, to implement the spirit of General Secretary Xi Jinping's important instructions on the construction of the teacher team, to exchange typical experiences and practices of universities and localities in teacher ethics education, and to further deploy and promote the key work of teachers' ideological and political education and the construction of teacher ethics and teacher style. Therefore, in the new era and new journey, the requirements for the construction of teachers' moral ethics are necessary, especially in the process of high school education and teaching, because high school is another critical period for students to turn their lives, and teachers must not only fulfill the task of imparting knowledge, but also bear the heavy responsibility of shaping students' souls.

2. An Overview of Teacher Ethics and Teacher Ethics Construction

Morality is people's values and code of conduct, and it is the understanding and regulation of good and evil and behavioral norms, which determines the way we evaluate and deal with the behavior of ourselves and others, and helps

individuals live in harmony with others and society. Professional ethics refers to the ethics that people engaged in a certain profession should follow in professional labor activities, that is, the specific embodiment of general social morality in professional life, including both internal constraints and external mandatory restraint mechanisms. Teachers' professional ethics refers to the norms or codes of conduct that teachers should abide by in their professional life to regulate and handle their working relationships with others, society, collectives, and professions, as well as the conceptual awareness and behavioral qualities that they show in these aspects 1. Therefore, in addition to having the most basic professional ethics, high school teachers also need to give full play to the advantages of personal quality and properly handle the relationship with students, parents, schools and other society. On the basis of the connotation of teachers' professional ethics, the construction of teacher ethics improves teachers' ability to deal with students, parents, schools and other social relationships through external coercion or personal internal understanding, and improves teachers' professional ethics.

3. The Practical Dilemma of High School Teachers' Moral Construction in the New Era

"Strengthen the construction of teachers' ethics and style, and cultivate a team of high-quality teachers. 2" Our party and the state have always attached great importance to strengthening the construction of teachers' morality, and have successively issued a lot of relevant education laws and regulations, but with the gradual deepening of the pace of reform and opening up, the social environment has gradually become complex, and the ideological concepts of some high school teachers have changed.

3.1. The Main Dilemma of High School Teachers' Moral Construction in the New Era: Their Own Understanding of Teacher Ethics is Weak

The problems existing in the teaching ethics of high school teachers in the new era are mainly manifested in vacillation of professional ideals, insufficient professional responsibility, lack of professional skills and loose professional discipline. Many high school teachers have set high ambitions when they first enter the workforce, but as the real teaching pressure increases, some of them become disillusioned with the profession, causing their career aspirations to waver. At the same time, the teacher's sense of professional responsibility is closely related to the quality of teaching, only when the teacher really establishes a sense of dedication, the education work can really be done, but also with the passage of time, some high school teachers' sense of responsibility gradually faded, just to complete the teaching task, in the study and life are lacking in the care of students, and there is no real implementation of the teaching concept. In addition, some high school teachers lack the awareness of lifelong learning, and their ability to constantly update knowledge has declined, which makes the knowledge structure of education and teaching in high schools outdated, unable to flexibly use the latest educational cases and teaching methods, and the gap between students' thinking continues to widen, and finally produces a distance from students. In addition, the normal teaching order needs to be maintained by good professional discipline of teachers, but due to the current high school students' examination pressure, many parents and students will generally choose off-campus institutions to make up for and improve their grades, hoping to be admitted to key universities; Some high school parents even give gifts to teachers during holidays, which provides opportunities for some high school teachers to disobey professional discipline, such as going to educational institutions in their free time to obtain improper income and illegally accepting holiday gifts from parents. Therefore, the weakness of high school teachers' own understanding of teacher ethics is the main dilemma of high school teachers' teacher ethics construction in the new era.

3.2. The Object Dilemma of High School Teachers' Moral Construction in the New Era: The Relationship between Teachers and Students is not Properly Handled

The teacher-student relationship is the first interpersonal relationship to be faced in the profession of high school teachers, which directly determines the educational and teaching effect of high school teachers. A good and harmonious relationship between teachers and students in high school can help students establish a positive learning attitude and promote the improvement of students' grades. The poor teacher-student relationship in high school will make students feel a kind of hatred for learning, which will greatly reduce the effectiveness of teaching. From the perspective of the age characteristics and cognitive laws of high school students, in high school, students' self-awareness, psychological desire for independence, and autonomy are improved, but the external performance of emotions is significantly reduced, which will lead to more difficult mutual understanding between teachers and students, and lack of

communication between teachers and students. In terms of the identification of certain things, students think that teachers do not understand them, and high school teachers think that students have their own ideas, which will lead to a gap between teachers and students, so that students no longer trust teachers, and teachers cannot accept students. At the same time, teachers do not understand the psychological changes of high school students, and then do not take into account students' own learning ability and enthusiasm for learning, and fail to teach students according to their aptitude and achieve targeted teaching, which will also lead to the alienation of students and teachers. Finally, because high school teachers undertake part of the task of going on to higher education, some high school teachers focus on students' academic performance and ignore their own moral positioning.

3.3. The Mediator Dilemma of High School Teachers' Moral Construction in the New Era: Lack of Learning Awareness of Education Laws, Regulations and Policies

In the face of the new era, new journey, new mission and new requirements, teachers must have new concepts, new ideas, new styles and new actions 3. From the 1984 "Professional Ethics Requirements for Primary and Secondary School Teachers (Trial Draft)" to the "Opinions on Comprehensively Deepening the Reform of the Construction and Reform of the Teacher Team in the New Era" issued by the Central Committee of the Communist Party of China and the State Council in recent years, it is pointed out that by 2035, "tens of thousands of educator-type teachers will be cultivated" 4, and finally to the "Opinions on Strengthening and Improving the Construction of Teacher Ethics and Teacher Style in the New Era", clarifying the professional norms for teachers in the new era, and promoting the institutionalization, legalization and normalization of the construction of teacher ethics and teacher style. The party and the state have promulgated so many documents, which reflects the strengthening of the standardization and legalization of teachers' moral construction in the new era, promotes the social atmosphere of respecting talents and teachers, and improves the social status and prestige of teachers. However, in the context of the new era, with the development of the economy, the social environment is constantly changing, and the various relationships in the field of education are also constantly changing, high school teachers are faced with parents and students who are constantly improving the concept of the rule of law and the awareness of rights, and some teachers lack their own legal knowledge and legal literacy. Putting teachers themselves and even schools in a difficult situation. Therefore, the lack of awareness of high school teachers in the new era of education laws, regulations and policies is the mediator dilemma of teacher ethics construction.

4. The Improvement Path of High School Teachers' Moral Construction in the New Era

4.1. High School Teachers Should Improve Their Awareness of Professional Ethics

On September 9, 2014, General Secretary Xi Jinping proposed at the symposium of teachers and student

representatives of Beijing Normal University that teachers should be teachers with ideals and beliefs, moral sentiments, solid knowledge and benevolent hearts. Therefore, high school teachers must first have firm ideals and beliefs, firmly establish the ideal pursuit of communism, and internalize the concept of teaching and educating people and cultivating qualified builders of socialism in their hearts and externalize them in their actions. Secondly, because teachers occupy a dominant position in the teaching process, teachers should strive to improve their personality charm in the process of getting along with students, convince students, become a role model for students to learn, give full play to the exemplary role of high school teachers, teach by word and deed, and let students learn the truth of life; In addition, high school teachers should have profound knowledge, in addition to professional knowledge in their own subjects, they should also get involved in other fields of knowledge, establish the concept of lifelong learning, and continue to learn and improve. Finally, teachers must have a benevolent heart, but the benevolent heart for students is not just a verbal heart, but to sincerely respect students, fully understand students, tolerant care for students, the class should be implemented in specific educational skills, and the class should be presented in specific life, only in this way can we improve the personality of each student, so that students can develop comprehensively and healthily. Teachers in the new era have a new historical mission, teachers should be based on benevolence, supported by good teacher ethics, to be a good teacher of the "four hases" in the new era, by becoming a guide for students in the four aspects, improve themselves, let themselves meet the standard of a good teacher of the "four hases", and give full play to their own value.

4.2. High School Teachers Should Properly Handle the Teacher-Student Relationship

On March 6, 2021, Chairman Xi Jinping mentioned in his speech when he participated in the joint meeting of members of the medical and health and education circles at the Fourth Session of the 13th National Committee of the Chinese People's Political Consultative Conference (CPPCC) that the construction of teachers' ethics and style should be put in the first place, and that they should devote themselves to the cause of education with sincerity, dedication and benevolence. Therefore, in the process of handling the teacher-student relationship, teachers should have a sincere heart, a heart of dedication and a heart of benevolence. On the one hand, because high school students are in the critical period of physical and mental development, physiology and psychology are in the process of continuous development and development, social experience and the way of thinking about problems are also changing, so they will have different psychological problems, so high school teachers should reasonably use the knowledge of psychology in education and teaching according to the characteristics of high school students' physical and mental development, and carry out relevant education and teaching activities in a targeted manner. On the other hand, high school teachers can combine the characteristics of each subject in high school to carry out targeted teaching, so as to improve their teaching ability and personality charm. For example, in the teaching of liberal arts-based subjects, teachers should pay attention to emotional education, reduce the boring explanation of the course content, and be good at creating artistic conceptions to achieve the teaching and education of students' informed

intentions and actions; In the teaching of science-based subjects, teachers should not only teach students with a rigorous attitude, but also pay more attention to the richness of language and humor, and try to combine different teaching materials to improve students' concentration. Therefore, high school teachers should fully respect, understand and attract students, treat students with sincerity, dedication and benevolence, and have a close relationship with students by understanding the psychological characteristics of high school students and improving their own teaching ability.

4.3. High School Teachers Need to Strengthen Their Literacy in Education Laws and Regulations

Teachers are the leading force in the process of education and teaching, and as educators, they should continuously improve their overall quality, including raising awareness of the rule of law, so as to better serve education and teaching. In order to further enhance teachers' legal awareness and legal literacy, and strengthen the construction of high school teachers' ethics and legal education, high school teachers' teaching behavior should conform to the "Code of Professional Ethics for Primary and Secondary School Teachers", so as to realize the lawful teaching. In the context of the new era and new journey, high school teachers should change the traditional and old ideas and concepts, such as traditional education and teaching methods such as verbal abuse and corporal punishment of students, and should grasp the problem of "degree" in the exercise of educational discipline power, so as to not only protect the legitimate rights and interests of students, but also promote the healthy growth of students' physical and mental health. In order to truly bring education into the orbit of the legal system, it is necessary to first enhance the thinking of high school teachers on the rule of law. Educational law is an interdisciplinary discipline of law and education, and it is very difficult to learn, so in the process of learning legal knowledge and improving legal literacy, high school teachers should first understand and master important commonly used legal concepts and related legal theories. Secondly, high school teachers should also make it clear that they need to master the relevant knowledge of education law while learning general legal knowledge. Teachers standardize their own education and teaching behaviors by learning the knowledge of education laws and regulations, which is not only related to the future of high school students, but also plays an important role in the entire high school education and teaching process, and is also an important content to strengthen the construction of teacher ethics in the new era.

5. Conclusion

In the context of the new era, the reform of the basic education curriculum has new requirements, and there are higher expectations for the construction of high school teachers' morality. This paper analyzes the current practical difficulties of high school teachers' moral construction, and explores effective ways to improve high school teachers' moral education, so as to better realize and give full play to the important position and role of high school teachers in education and teaching. However, after all, the construction of high school teachers' ethics is a heavy and arduous task, and it is far from enough to rely on the construction of high school teachers themselves, and it also requires the

coordination and cooperation of the government and society, and the management effectiveness of schools and education management departments in order to achieve good results.

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