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A Study on the Moral Construction of Middle School Ideological and Political Course Teachers

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Abstract: In the current process of moral construction of middle school ideological and political course teachers, there are still some prominent problems, such as formalization of moral construction, moral incentive mechanism fails to meet practical needs, dilution of professional spirit of some middle school ideological and political course teachers, weak awareness of education, lack of knowledge of the connotation of moral. In order to solve these problems better, we should promote the moral construction of middle school ideological and political course teachers towards the orderly goal. Schools should improve the evaluation, incentive mechanism and training system of teachers' ethics. Middle school ideological and political teachers should strengthen their own moral cultivation and theoretical knowledge, constantly improve the construction of middle school ideological and political teachers' ethics, and promote the orderly development of the construction of middle school ideological and political teachers' ethics.

Keywords: Middle school; Teacher of ideological and political science; Teacher ethics construction.

1. Overview of the construction of teachers' ethics in ideological and political courses in middle schools

Since the founding of the CPC, it has attached great importance to ideological and moral education, especially in middle schools. It is more important to do a good job in ideological and political education and teaching, and promote the construction of ideological and political courses in middle schools towards an orderly goal. Junior high school students are in a critical period of rapid physical and mental development. In the growth process of teenagers, they need to constantly participate in social public activities, and their moral cultivation and values are gradually taking shape. Therefore, teachers of ideological and political education must give appropriate support and guidance in teaching. However, in recent years, some of the ideological and political teachers in middle schools have lost their professional ethics from time to time. Therefore, it is necessary to strengthen the research on the construction of the professional ethics of the ideological and political teachers in middle schools in order to promote the orderly development of the construction of the professional ethics of the ideological and political teachers in our country.

1.1. The connotation of teachers' morality

There are many occupations in the world, and different job demands have formed different professional ethics behaviors, which have adjusted and restricted different job situations. For teachers who participate in education, teachers' professional moral behavior is not only an important criterion of their personal moral life, but also an integral part of the virtue of modern society. Teachers' morality refers to the moral norms and codes of conduct that teachers and all people engaged in education must abide by in educational activities, as well as the corresponding moral concepts, moral sentiment and moral quality [1]. Having qualified teachers' ethics is the most basic requirement for teachers to engage in educational activities, and also the guarantee for teachers to complete teaching tasks and realize self-worth.

Teacher's ethics, on the one hand, reflect the personal moral cultivation of teachers, on the other hand, it is also an example for students to learn. Adolescents in adolescence are more or less teacher oriented, and teachers' speech and behavior have a subtle impact on students' moral character and values. In the long run, it is difficult to separate a person's achievements from his or her ideological and moral state. The process of education is actually the process of internalizing the scientific and cultural knowledge and norms required for social development into the needs of the individual educatee. The success or failure of education is also related to the development of the country. As an important force in school education, the construction of teachers' team is very important and has a profound impact on the development of the country and society.

1.2. The difference between the morality of ideological and political teachers in middle schools and that of middle school teachers

Middle school teachers in the new era are not only educators, but also educatees. They should constantly enrich their knowledge and constantly surpass themselves with the theory of "shaping the image outside and strengthening the quality inside". This requires that middle school teachers should pay attention to the cultivation of professional ethics. At the same time, they should also clarify the rights and obligations of middle school teachers, strengthen security and management, so that middle school teachers can truly shoulder the fundamental task of establishing morality and cultivating people.

The morality of middle school ideological and political teachers is one of the forms of middle school teachers' morality. As a member of teachers, middle school ideological and political teachers, in addition to the above requirements for teachers' professional ethics, play a vital role in the cultivation of students' ideological and moral character, the cultivation of patriotic feelings and the enhancement of legal

concepts, and undertake the moral education tasks that are unmatched by teachers in other disciplines, which puts forward more strict requirements for the professional ethics of middle school ideological and political teachers. Middle school ideological and political teachers should not only impart theoretical knowledge related to ideological and political education to students, but also help students to show their theoretical knowledge in their own actions. This requires ideological and political teachers to do it first, so as to better educate students.

1.3. The Relationship between the Moral Education of Middle School Ideological and Political Teachers and the Moral Education of Middle School Ideological and Political Teachers

The morality of ideological and political teachers in middle schools reflects the expectations and requirements of society and people for ideological and political teachers in middle schools. It is the professional ethics that ideological and political teachers in middle schools must follow in the process of education and teaching and is reflected in their daily activities. The morality of ideological and political teachers in middle schools is the general name of the moral emotion, moral concept and code of conduct of ideological and political teachers in middle schools. It is the main part of the whole moral quality of ideological and political teachers in middle schools, which is reflected in the moral character, personality and spiritual state of ideological and political teachers in middle schools [2].

In the process of social development, people's expectations of education are also increasing. The education system must be reformed and innovated in order to better adapt to and solve the problem of teachers' ethics of ideological and political courses in middle schools. The moral construction of ideological and political teachers in middle schools means to correctly grasp the connotation of the moral of ideological and political teachers in middle schools, and to solve the problems encountered in the development of the moral of ideological and political teachers in middle schools through various mechanisms and means [3]. Therefore, it is necessary to have a deep understanding of the connotation of the teachers' ethics of ideological and political courses in middle schools before we can better grasp the significance of the construction of teachers' ethics of ideological and political courses in middle schools, and provide direction for the study of the construction of teachers' ethics of ideological and political courses in middle schools.

2. The Status Quo and Effect of Moral Construction of Middle School Ideological and Political Teachers

As an important force of moral education, the ideological and political teachers in middle schools have noble ethics, which is not only the fundamental task of implementing moral education, but also the key to doing their own work well. At present, the current situation of teachers' ethics of ideological and political courses in middle schools is generally positive, but at the same time, some teachers have problems in their ethics.

2.1. The assessment of teachers' ethics is more specific, but its application tends to be formal

There are many ways to assess and evaluate the teachers' ethics of ideological and political courses in middle schools. The subjects of the assessment are diverse. They can evaluate the teachers' ethics of ideological and political courses from different angles and different subjects, which to some extent reflects the objectivity and fairness of the assessment and evaluation of teachers' ethics of ideological and political courses in middle schools. However, in the assessment and evaluation of teachers' ethics in ideological and political courses in middle schools, some middle schools have not been able to thoroughly implement the requirements issued by the State and the Ministry of Education, and have not achieved the "one-vote veto" and "the first standard of teachers' ethics" in all aspects. The assessment and evaluation of teachers' ethics in ideological and political courses in middle schools need to be further strengthened.

2.2. Middle school teachers' ethics incentives are rich, but they do not meet the actual needs

Middle school ideological and political teachers have a variety of ways to motivate their professional ethics, but some ideological and political teachers think that the way to motivate their professional ethics is too superficial, and they have not taken practical actions, and the way of commendation does not meet the real needs of ideological and political teachers, and they expect the way of commendation that pays equal attention to material rewards and spiritual rewards. There are still some deficiencies in the incentive mechanism for the teachers of ideological and political courses in middle schools. What the teachers of ideological and political courses in middle school’s need is a more tangible and practical way of commendation for personal development, which requires that the way of commendation for the teachers of ideological and political courses in middle schools needs to be further improved and optimized.

2.3. Values are more utilitarian, and professionalism is weakened

Middle school ideological and political teachers have a certain utilitarian value orientation and believe that great education is a means of making a living. The utilitarianism of the values of ideological and political teachers is contrary to the principle of being a model required by the educational cause, which has a serious impact on the development of the teachers' team, and is not conducive to the demonstration of teachers' ethics on students' morality and conduct, thus affecting the formation and development of students' correct values.

2.4. Pay attention to the teaching of theoretical knowledge, but have a weak sense of education

In terms of education consciousness, the ideological and political teachers in middle schools have a weak sense of students and education. Most middle-aged women's ideological and political teachers need to take care of both work and family, and ideological and political course is a highly contemporary course. Each class is a new one, which

needs to be linked with the background of the times and national policies and guidelines. This requires a lot of time to prepare lessons to ensure the quality of teaching. In addition, we also need to take care of the family, which makes the time for students to understand and communicate relatively less. However, some teachers do have a weak sense of education. They only regard teachers as a means of making money and lack professional awareness. The lack of ideological and political education consciousness of teachers will reduce the requirements for their own moral quality, and the anomie behavior of teachers' morality will naturally occur, thus affecting the development of students' ideological and moral character.

2.5. Inadequate understanding of the connotation of teachers' ethics and unsound theory of teachers' ethics

Knowing and grasping the connotation of teachers' ethics is an important prerequisite for formulating and implementing the standards and norms of teachers' ethics, and it is also conducive to further promoting the development of teachers' ethics construction in ideological and political courses in middle schools. The ideological and political lesson in middle school is the key course to implement the task of moral education. The teachers of ideological and political lesson in middle school should recognize the importance of the connotation of teachers' ethics and have solid theoretical knowledge of teachers' ethics. However, most of the ideological and political teachers do not have a comprehensive understanding of the connotation of teachers' ethics, and the basic theoretical knowledge of teachers' ethics is not solid.

3. Research on the Countermeasures of Strengthening the Construction of Teachers' Morality of Ideological and Political Courses in Middle Schools

The moral construction of ideological and political teachers in middle schools should adhere to the socialist core values as the guide, improve the mechanism of moral construction of ideological and political teachers in middle schools, strengthen the moral cultivation of ideological and political teachers in middle schools, so as to better improve the construction level of ideological and political teachers in middle schools [4].

3.1. Optimize the assessment and evaluation system of teachers' ethics

Each evaluation is usually carried out according to certain standards and basis. The moral evaluation of middle school ideological and political teachers is no exception. It needs to conform to the evaluation standards of middle school ideological and political teachers, and should be strictly implemented in accordance with the evaluation system of middle school ideological and political teachers. However, due to the characteristics of ideological and political teachers' ethics that keep pace with the times, their evaluation criteria should be adjusted accordingly with the continuous changes of society.

As ideological and political theorists, middle school ideological and political teachers must firmly establish their faith in communism and socialism with Chinese characteristics. Middle schools should also put it in the first place in the assessment of ideological and political teachers, give priority to receiving a number of qualified undergraduate and graduate students majoring in ideological and political education with firm political beliefs, improve the supply of high-quality ideological and political teachers, and also implement the construction plan for backbone teachers of ideological and political courses in middle schools. Secondly, secondary schools should take the party building as the guidance. When selecting ideological and political teachers, excellent party members can be selected, so as to continuously improve the proportion of party members among ideological and political teachers in secondary schools. Finally, the teaching objectives of ideological and political courses pay more attention to the examination of students' emotional attitude and value objectives, which is closely related to the level of teachers' ethics in ideological and political courses, and the examination of the level of teachers' ethics in ideological and political courses in middle schools also needs to pay attention to the combination of qualitative evaluation and quantitative evaluation, and conduct a comprehensive, objective and fair evaluation of teachers' ethics in ideological and political courses.

3.2. Improve the incentive mechanism of teachers' ethics

Middle school ideological and political teachers teach young students. Their labor achievements are not immediately reflected, but need to be reflected by students through their own external behavior, which requires a long process. In this process, some middle school ideological and political teachers' thoughts and behaviors will be slack. Therefore, in order to make the ideological and political teachers in middle schools always hold a serious and responsible attitude towards teaching, it is necessary for schools to take certain incentive measures.

The moral encouragement of ideological and political teachers in middle schools can not only improve students' moral quality, but also stimulate students' subjective initiative. In order to form a benign style of teachers in the ideological and political education in middle schools, we must improve and perfect the moral education in schools. Carry out the outstanding talent cultivation project of ideological and political work in middle schools, select a group of national excellent ideological and political courses and excellent teachers in middle schools, and give support on this basis. All localities should establish work subsidies for teachers of ideological and political courses in middle schools according to local specific conditions, and include them in government performance assessment, and make appropriate adjustments to them, which also well meets the practical needs of ideological and political education in middle schools. Secondly, we should encourage middle school ideological and political teachers to carry out further research on students' growth laws and teaching reform, promote ideological and political teachers to pay attention to the cultivation of educating people and talents, and stimulate the internal driving force of middle school ideological and political teachers.

3.3. Firm ideals and beliefs, grasp the right direction

Ideological and political course is a highly ideological and

theoretical course. Ideological and political education emphasizes that students should be taught with the latest theoretical achievements of developing Marxism and socialist development, which means that teachers of ideological and political course in middle schools should constantly study Marxism, believe in Marxism-Leninism, teach Marxism-Leninism, and unconsciously improve students' spiritual identity with the Party, we can combine the realization of our own value with the development of our country.

In the face of the spread of western foreign culture, middle school ideological and political teachers should unswervingly adhere to the guiding position in the field of Marxist ideology and not engage in diversification. Secondly, teachers of ideological and political courses in middle schools should also establish a correct view of justice and benefit, resolutely put an end to words and behaviors that violate the professional ethics of teachers, consciously abide by the relevant teacher ethics system norms formulated by the state and schools, and implement the fundamental task of teaching and educating people. Finally, middle school ideological and political teachers should constantly improve their scientific theoretical knowledge and professional skills. Middle school ideological and political teachers should consciously study the new ideas and new ideas in important meetings held by the Party, important activities carried out and important documents issued, and constantly enrich themselves with advanced Marxist theory.

3.4. Adhere to moral sentiment and consciously educate people

Educate yourself first and cultivate yourself first. A qualified middle school ideological and political teacher should not only impart theoretical knowledge, but also play a leading role in leading and demonstrating in political literacy, ideological and moral character, and be a guide for students to improve their character. The characteristics of ideological and political education and teaching in middle schools are that it focuses on the formation of students' ideological and moral character, rather than general moral preaching.

First, middle school ideological and political teachers should strengthen the spiritual communication with students, go deep into the hearts of students, help teenagers solve all kinds of problems they encounter in the process of social life, and help them establish a correct world view. At the same time, education is not only reflected in the teaching of theoretical knowledge, but also the teaching of students to behave in the world is equally important for students. Secondly, the ideological and political teachers play an important role of exemplary demonstration. Without lofty teacher ethics, no matter how strong the teaching methods and techniques are, they will have no effect. Therefore, ideological and political teachers should actively spread the positive energy of society and resolutely not do anything that violates the bottom line of teachers' ethics, so as to educate their students and cultivate socialist successors.

3.5. Have solid knowledge and keep the bottom line of teachers' ethics

Middle school ideological and political teachers should correctly grasp the connotation of teachers' ethics, grasp the basic content of teachers' ethics, take moral education as the foothold, actively seek the ideological resonance with middle school teachers, so as to cultivate the noble moral sentiment of middle school ideological and political teachers.

Middle school ideological and political teachers should have solid knowledge and keep the bottom line of teachers' ethics. Secondly, middle school ideological and political teachers should also promote the continuous development of the construction of ideological and political courses in universities, high schools, junior high schools and primary schools [5]. Middle school ideological and political teachers should not only strengthen the vertical communication with other ideological and political teachers in different stages, but also strengthen the horizontal communication with teachers in various disciplines, so as to exchange their own understanding of teachers' ethics, so as to better promote the ideological and political teachers in universities, middle schools and primary schools to move towards a common goal. Teachers of ideological and political courses in middle schools must carry out strict self-education, give full play to their leading role, love education, stick to the bottom line of teachers' ethics, cannot be swayed by the extravagant life and colorful cultural trends, and should constantly improve ideological and moral quality, and be a guide for students to grow and become talents.

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