

Research on the Paths of Promoting the Spirit of Educators from the Perspective of Building a Powerful Education Nation

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Abstract: With the deepening of educational reform, teachers should analyze the spirit of educators when carrying out education work, so as to lay a solid foundation for the subsequent development of education work. In view of this, this paper will analyze from the perspective of building a powerful education nation, combining the research significance and existing problems of the spirit of educators, and put forward some strategies for reference.

Keywords: Powerful education nation; Spirit of educators; Paths; Research

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1. Significance of promoting the spirit of educators from the perspective of building a powerful education nation

1.1. Conducive to improving teachers' professional realm

The spirit of educators can help teachers better break through their professional limitations and examine educational work from a higher perspective. Only when teachers adhere to the ideals and beliefs of having a broad mind and serving the country with sincere dedication can they deeply recognize the close connection between the cause of education and China's development. In fact, education is the cornerstone of national development. By cultivating more high-quality talents, teachers can invisibly inject new vitality into various fields such as the national economy and culture, thereby effectively promoting national progress^[1]. With this cognition, people should regard their daily teaching work as an important link in realizing national strategic goals. Every teaching and communication in the classroom may affect students' future development and thus have an impact on the country's future. This will also greatly enhance teachers' sense of professional mission and responsibility, making them no longer regard the teaching profession merely as a job but pursue it as a great cause. For example, when facing the problem of unbalanced educational resources, teachers with the spirit of

educators may take the initiative to engage in educational poverty alleviation work, bring knowledge and hope to children in remote areas, practice the concept of educational equity with their practical actions, cultivate more outstanding talents for the country, and help national development.

1.2. Assisting teachers' professional growth

The educational wisdom in the spirit of educators comprehensively promotes teachers' professional growth. The educational wisdom of teaching students in accordance with their aptitude requires teachers to deeply understand the characteristics and needs of each student, which also invisibly encourages teachers to continuously learn relevant knowledge, such as psychology and education, thereby greatly improving their ability to recognize and guide students ^[2]. In teaching practice, educators should design personalized teaching plans according to students' different situations, and actively adopt more diverse teaching methods to stimulate students' learning interest and potential. This will effectively exercise teachers' teaching design and classroom organization abilities. The attitude of seeking truth and innovation can inspire teachers to continuously pursue the renewal of knowledge and the innovation of teaching methods. Therefore, educators should keep up with the times, actively pay attention to the cutting-edge trends of the discipline, so as to continuously enrich their professional knowledge. In addition, educators need to actively explore new teaching models, such as trying to use information-based teaching means to improve teaching efficiency and quality, and introducing new teaching models such as flipped classrooms and project-based learning. All these require them to have the spirit of courage to innovate and the ability to continuously learn. In this process, teachers' professional quality has been greatly improved.

1.3. Shaping a good image of teachers

Every word and deed of teachers will have a profound impact on students' future development. In fact, students are in a critical period of forming values and behavioral habits, and they will unconsciously imitate teachers' words and deeds. A teacher with noble morality will convey positive values through words, and inspire students' self-confidence and enterprising spirit with encouraging and guiding words. In terms of behavior, teachers with the spirit of educators will set an example, abide by social morality and professional ethics, and show excellent qualities such as honesty, dedication, and care for others ^[3]. For example, teachers with the spirit of educators can be more rigorous in academic research in the classroom, treat students equally, and respect the personality and dignity of each student. These behaviors will plant the seeds of morality in students' hearts, allowing students to be infected and educated imperceptibly, thereby guiding students to establish correct values and behavioral norms. Teachers become models of morality and behavior for students, which is not only conducive to students' growth but also enhances teachers' image and reputation in society, and promotes the whole society's respect and support for the cause of education.

2. Problems in promoting the spirit of educators from the perspective of building a powerful education nation

2.1. Outdated educational concepts

At this stage, traditional educational concepts have a great invisible impact on the teacher group. Some teachers pay too much attention to knowledge transmission, focusing on explaining knowledge points and students' memory of knowledge, while ignoring the cultivation of students' comprehensive abilities ^[4]. In classroom

teaching, some teachers adopt the cramming teaching method, usually with teachers dominating the classroom teaching and students passively accepting knowledge. This will lead to students' lack of opportunities for independent thinking and exploration, thus affecting the development of students' innovative thinking and practical abilities, and students will find it difficult to adapt to the new era's demand for innovative talents. In the new era, society's requirements for talents have become more diversified. In addition to solid professional knowledge, students also need comprehensive qualities such as good communication skills and teamwork abilities. In addition, some teachers have a narrow understanding of educational equity. In teaching, they fail to fully pay attention to the individual differences and developmental needs of each student, making it difficult to teach students in accordance with their aptitude. This will also result in some students with weak learning abilities or special needs not receiving the due attention and help, which greatly affects their learning enthusiasm and development potential.

2.2. Insufficient own abilities

In fact, educational wisdom is an important embodiment of the spirit of educators, but many teachers do not have the corresponding qualities and abilities. When facing students' problems and confusion, many teachers cannot deeply understand students' inner world, nor can they use appropriate ways to guide and inspire students. When dealing with conflicts between students, some teachers lack effective communication skills and educational methods, which will lead to the failure of timely resolution of conflicts between students, thus invisibly affecting the harmonious relationship between students^[5]. In classroom teaching, some teachers find it difficult to adjust teaching strategies according to students' real-time reactions, which has a great impact on teaching effects. In curriculum design, some teachers' teaching work lacks innovation. They find it difficult to design creative teaching activities combined with subject characteristics and students' interests, which will lead to a relatively boring classroom teaching process and make it difficult to stimulate students' learning interest.

2.3. Restrictions from the external environment

At this stage, the educational evaluation system has largely restricted teachers' promotion of the spirit of educators. In many schools, the evaluation of teachers mainly focuses on students' exam scores and admission rates. This will lead teachers to invest a lot of energy and time in improving students' scores, thus ignoring the cultivation of students' comprehensive qualities and the innovation of their own educational concepts and methods. In addition, in order to pursue higher scores, some teachers may adopt exam-oriented teaching methods to compress students' independent learning and practice time, which violates the concepts of comprehensive education and teaching students in accordance with their aptitude in the spirit of educators^[6]. Moreover, the uneven distribution of educational resources is also a prominent problem. In some remote areas and rural schools, the overall teaching facilities are relatively simple, and there is a lack of necessary experimental equipment, books, and materials in teaching work, which will also invisibly limit the development of teachers' teaching activities. Teachers in these areas also often lack opportunities for professional training and further study, making it difficult for them to come into contact with advanced educational concepts and teaching methods. This will hinder their professional growth and affect their practice of the spirit of educators. In addition, the excessive expectations and attention of society on education will invisibly bring great pressure to teachers. Parents and society often attribute students' development entirely to teachers. If students have problems, teachers will be accused and questioned. This leads teachers to be timid in teaching and dare not

make bold innovations and practices, which is not conducive to the promotion of the spirit of educators.

3. Paths of promoting the spirit of educators from the perspective of building a powerful education nation

3.1. Updating educational concepts

To further improve the effect of promoting the spirit of educators from the perspective of building a powerful education nation, educators should attach importance to the innovation of educational concepts. Teachers should actively learn advanced educational concepts and take the initiative to participate in professional training, academic seminars, etc., so that teachers can continuously come into contact with and absorb more new educational ideas and methods. For example, educators can try to regularly participate in online training courses on educational concepts to learn educational experts' interpretations of the latest educational policies and concepts. In addition, educators can actively participate in offline academic seminars to communicate with other teachers about the understanding and application of educational concepts in teaching practice. In the learning process, educators should deeply understand the connotation of the student-centered educational view, take the initiative to recognize that students are individuals with independent personalities and unique needs, and fully respect their dominant position in teaching ^[7]. In classroom teaching design, educators should ensure that teaching work starts from students' interests and needs, design more inspiring and interactive teaching activities, actively encourage students to participate in classroom discussions, and stimulate students' learning initiative and creativity.

In teaching, in addition to focusing on the transmission of subject knowledge, educators should also take the initiative to cultivate students' comprehensive qualities, such as learning ability and innovation ability. For example, in Chinese teaching, in addition to teaching students knowledge such as words and poems, educators can also cultivate students' reading comprehension ability and thinking expression ability through organizing activities such as literary work appreciation and writing practice. In addition, the cultivation of innovation ability is also an important goal of education in the new era. Educators should encourage students to dare to question and explore, and continuously develop students' innovative thinking and practical ability. In science course teaching, educators can try to guide students to conduct more experimental explorations, encourage them to put forward their own hypotheses and experimental plans, so that students can verify and improve in practice, and promote the further development of their innovative spirit and practical ability.

3.2. Improving own qualities

To ensure the effect of promoting the spirit of educators from the perspective of building a powerful education nation, educators should take the initiative to participate in various professional training, such as subject knowledge training and educational information technology training, so as to continuously update and expand the knowledge and skill system. For example, by participating in training on cutting-edge subject knowledge, educators can invisibly learn more of the latest research results and development trends in the subject field, and then integrate them into teaching, making the teaching content more contemporary and cutting-edge. By participating in educational information technology training, educators can gradually master some multimedia teaching tools and online teaching platforms, so as to improve the informationization level of teaching ^[8]. Educational research is an important way for teachers to improve their professional quality. Therefore, educators should actively carry out research related to education and teaching, take the initiative to explore the laws of

education and teaching, actively solve various problems in teaching practice, and determine research topics combined with their own teaching practice. In addition, educators can also conduct a more in-depth analysis of problems through methods such as literature review, put forward better solutions, and verify and improve them in teaching practice. By continuously summarizing experience, educators can gradually form a set of their own educational and teaching theories and methods.

Teaching reflection is an important means for teachers' self-growth. Therefore, educators should take the initiative to develop the habit of teaching reflection and regularly reflect on and summarize their own teaching practice. After each class, educators can try to review the teaching process, think about whether the teaching goals have been achieved and how students' learning reactions are, then analyze the advantages and disadvantages in teaching, and put forward improvement measures. Moreover, teachers can conduct a comprehensive teaching reflection every week or month, summarize the teaching experience and lessons of the week or month, so as to formulate a more reasonable and scientific teaching improvement plan for the next stage. Through continuous reflection and summary, teachers can continuously adjust their teaching behaviors and improve their teaching level. In addition, teachers also need to continuously improve their moral cultivation, so as to set a better moral example for students. In communicating with students, educators should respect students' personality and dignity, care about students' physical and mental health, learn to transmit positive energy with their own words and deeds, and take the initiative to guide students to establish correct values and moral views.

3.3. Improving the external environment

In the activity of promoting the spirit of educators from the perspective of building a powerful education nation, the improvement of the educational evaluation system is an extremely important part. Therefore, educational departments and schools should try to establish a more diversified educational evaluation system, and take the initiative to change the previous teacher evaluation method that solely focuses on students' exam scores and admission rates. The new teacher evaluation indicators should include multiple aspects such as teaching process, teaching innovation, and quality improvement, focusing on a more comprehensive evaluation of teachers' educational and teaching work. By adding evaluation indicators for teachers' teaching innovation, teachers can be encouraged to explore new teaching models and methods more actively and proactively. In addition, educators need to pay attention to teachers' guidance and support for students' personalized development, and evaluate whether teachers can teach students in accordance with their aptitude, so as to better meet the learning needs of different students ^[9]. In daily teaching, schools should attach importance to teachers' achievements in educational and teaching research, encourage teachers to carry out educational scientific research, which can also effectively improve teachers' educational and teaching level. Through more diversified evaluation, teachers can be guided to better pay attention to students' all-round development, which is conducive to helping teachers practice the spirit of educators.

In addition, the government should increase investment in educational resources, especially support for some remote areas and rural schools. Improving the teaching facilities and conditions in these areas can greatly help teachers' teaching work. Therefore, educators should increase capital investment in rural schools, build more modern teaching buildings and laboratories, and equip teachers with more advanced teaching equipment, which can provide good hardware support for teachers' teaching activities. At the same time, educators should further strengthen the balanced distribution of educational resources, narrow the gap in educational resources

between urban and rural areas, so that every teacher can carry out teaching work in a relatively fair environment, which can also create favorable conditions for promoting the spirit of educators ^[10]. In addition, educators should strengthen the balanced distribution of teacher training resources, provide equal training opportunities for teachers in different regions, so that they can all come into contact with advanced educational concepts and teaching methods, and improve their own qualities. By publicizing the importance of education and the contributions of teachers, educators can increase society's attention and recognition of the cause of education, and make teachers feel the value and significance of their work. Parents should establish a good communication and cooperative relationship with teachers, actively cooperate with teachers' teaching work, and jointly pay attention to students' growth and development. When students have problems, parents and teachers should consult and solve them together instead of attributing all the responsibility to teachers.

Disclosure statement

The author declares no conflict of interest.

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