

Research on the Construction System of Teachers' Ethics and Style in Secondary Vocational Schools

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Abstract: This paper discusses the current situation and challenges of the construction of teachers' ethics in secondary vocational schools under the background of the new era. Based on the research on the connotation and characteristics of teachers' ethics in secondary vocational schools, the paper puts forward an innovative idea of building a "two-line, four-heart, and three-part" teacher's ethics system, and designs a leading path from two aspects of digging teachers' internal motivation and building external attraction. The paper provides scientific and reasonable suggestions and practical paths for the construction of teachers' ethics and teaching style in secondary vocational schools to promote its conformal development.

Keywords: Secondary vocational school; Teachers' morality and style; Construction path

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1. Introduction

Teachers are the primary resources for the development of education. Their ideological and moral quality and professional ethics are related to the success or failure of education and the future of national development. Under the background of the new era, strengthening the construction of teachers' ethics and style in secondary vocational schools and training good teachers with "four qualities" are the important foundations of building a powerful country in education.

2. Research background and current situation

2.1. The importance of the construction of teachers' ethics

Teachers are the cornerstone of the development of education. Noble teacher ethics is the key to the construction of teachers, teachers' ethics directly affect the students' learning attitude, values, and behavior habits, and are

of great significance to training the socialist builders and successors with all-round development of morality, intelligence, physical fitness, and labor for the states ^[1]. The state attaches great importance to the construction of teachers' ethics and has issued a series of policy documents to provide clear guidance and direction for the construction of teachers' ethics.

2.2. Current situation of teachers' ethics in secondary vocational schools

Through investigation, discussion, and literature analysis, this study draws the following conclusions. Since entering the new era, the development trend of teachers' ethics in secondary vocational schools has been positive ^[2]. All secondary vocational schools have implemented the documents and requirements of the Ministry of Education and the Education Commission, and taken the opportunity of "double-high" construction and "double-qualified team construction" to continuously optimize the structure of teachers and improve the comprehensive quality and accomplishment of teachers. Organize teachers to participate in national training, subject teaching ability training, etc., and help teachers constantly update educational concepts and teaching methods. Regular training and assessment of teacher ethics are carried out to guide teachers to establish correct professional ethics and enhance their sense of responsibility and mission.

However, there are also some problems as follows. The degree of attention is not enough, and the construction is marginalized, as 41.6% of the schools have insufficient investment in the construction of teachers' ethics and lack the necessary funds and human support, which makes it difficult to deepen the construction of teachers' ethics.

There is also a lack of system and overall planning, as 58.3% of schools lack top-level design and effective organization in the construction of teachers' ethics, responsible departments are fighting for themselves, and it is difficult to form a joint force, resulting in superficial work and neglect of long-term training effects ^[3].

Unclear assessment standards: 66.7% of the school teachers' ethics assessment standards are not clear enough, and the boundary with the annual assessment is fuzzy, resulting in the assessment of a mere formality, unable to effectively evaluate the status of teachers' ethics ^[4].

Lack of incentive mechanism: 50% of schools lack the design of an incentive mechanism for the construction of teacher ethics and teacher ethics, and there is no positive correlation between positive incentives and teacher ethics, which makes it difficult to motivate teachers to attach importance to the internal motivation of teacher ethics and teacher ethics, resulting in low enthusiasm of teachers to participate in the construction of teacher ethics and teacher ethics ^[5].

3. Research methods

This research adopts a variety of research methods to ensure the comprehensiveness and scientific nature of the research:

3.1. Literature analysis

Sorting out policy documents: Collected and sorted out 16 relevant policy documents of the Ministry of Education and Beijing Municipality on the construction of teachers' ethics since the new era, and formed the Compilation of learning materials of documents on teachers' Ethics of Beijing Landscape Architecture School in the New Era, which provided policy basis and theoretical support for the research.

Academic literature research: Through CNKI and other academic platforms, 12 papers on the construction of professional school teacher ethics systems were consulted to provide theoretical guidance for the construction of the theoretical framework of “internal and external dual lines.”

3.2. Questionnaire survey and discussion

Questionnaire survey: The research group designed and distributed questionnaires for teachers, students, and parents, and collected nearly 1,000 valid samples.

Interview survey: Conducted interviews in 12 secondary vocational schools, and conducted in-depth exchanges with front-line teachers, teaching management personnel, students, etc., to understand their views and suggestions on the construction of teacher ethics.

3.3. Case study

Analysis of typical cases: Taking the growth of outstanding class teachers and “Ten elite youth” teachers as cases, in-depth analysis and discussion of how to stimulate the internal power of teachers, achieve the goal of “four hearts”, and eventually grow into a “big sir” of “university inquiry, big pattern, big feelings.”

4. Path design and practice

Based on the in-depth practice and careful research of the construction of teachers’ ethics and manners in secondary vocational schools, the study puts forward the theoretical system of “double lines, four hearts and three major” of teachers’ ethics and manners, and accordingly design specific paths from the two dimensions of “internal power” and “external gravity”, aiming to build a comprehensive and effective construction system of teachers’ ethics and manners.

The “double line four hearts and three major” teacher’s ethics and teacher’s style system is composed of two main lines “internal line” and “external gravity line”, which cooperate with each other and complement each other to form a force, jointly acting on the “four hearts” and finally realizing the “three” goals, that is, cultivating “big sir” of “university inquiry, big pattern, big feelings” and jointly acting on the whole process of the construction of teachers’ ethics and teacher’s style in secondary vocational colleges.

4.1. Stimulate endogenous power: Light up the “four hearts” lighthouse in teachers’ hearts

First of all, determine the “four hearts” of teachers’ endogenous power. According to the research group’s research and analysis of the connotation characteristics of teachers’ ethics in secondary vocational schools in the new era, the connotation characteristics of teachers’ ethics in secondary vocational schools are that ideals and beliefs should be more prominent “beacon” attributes, moral sentiments should be more prominent “indifferent” characteristics, solid knowledge should be more prominent “integration” characteristics, and benevolence should be more prominent “tolerance” characteristics.

Practice the “red heart”, with firm ideals and beliefs as a model for students, for the students of the road of life light up the lamp.

Cultivate a “constant heart”, cultivate an ordinary heart, treat material temptation and external disturbance, and be a person of noble spirit who is content with indifference. Practicing “modesty”, never being satisfied on the road to study, constantly learning education, teaching, and professional knowledge, at the same time having

a sense of innovation, exploring different disciplines, and ideological and political integration, to achieve better education results. Cultivate “benevolence”, treat students well in all kinds of situations, be tolerant with love, and help students get through confusion.

Secondly, light the beacon of “four hearts” through two major mechanisms. The first is to build the cultivation mechanism of teachers’ ethics and style. The ideological and political quality improvement training is listed as the compulsory content of teachers’ ethics and style training, and according to the needs of different positions, personalized training is carried out to ensure the implementation of training work ^[6]. Improve the teacher training system and the classification, stratification, and post-training system, enhance the pertinency and effectiveness of training, and promote teachers’ lifelong learning and professional development ^[7].

The second is to build an energy storage mechanism for teachers’ ethics and spirit. Through organizing cultural activities such as reading clubs, trade union lecture halls, movie watching, walking, sports games, and intangible cultural experiences, teachers are provided with effective channels for psychological adjustment, stress reduction, and energy storage. Through the establishment and improvement of teachers’ mental health education system, teachers should be helped to relieve work pressure and maintain physical and mental health ^[8].

4.2. Guide the external attraction: build the “three major” mechanisms for the construction of teachers’ morality and style

Construct the evaluation mechanism of teachers’ ethics, clarify the specific responsibilities in the construction of teachers’ ethics, establish a responsibility system assessment mechanism, and ensure that all tasks are effectively implemented. Strengthen the education and guidance of teachers, and improve their sense of responsibility and spirit of responsibility, so that they fully realize the importance of the construction of teachers’ ethics and spirit. Explore the evaluation method of teachers’ ethics organically integrated with performance appraisal, formulate a comprehensive evaluation mechanism involving multiple parties such as “self-declaration, student evaluation, peer evaluation, and departmental evaluation”, and regularly evaluate and evaluate teachers’ ethics ^[9].

Establish a reward and punishment mechanism for teachers’ ethics, apply the evaluation results of teachers’ ethics to professional title evaluation, excellent evaluation, selection, and recommendation of key teachers, etc., to stimulate the vitality of teacher team construction. Excavating and selecting advanced models, giving full play to the exemplary role of outstanding teachers in the construction of teachers’ ethics through brand activities such as “model of teachers’ ethics”, carrying forward the fine tradition of teachers’ ethics, encouraging and guiding teachers to take advanced models as examples, forge ahead, and consciously implement the mission of cultivating talents by virtue ^[10-11].

Build a supervision mechanism for teachers’ ethics, lead the supervision of teachers’ ethics through publicity work, supervise the situation of teachers’ ethics by holding warning education conferences, setting up a hotline for teachers’ ethics supervision and reporting, and a platform for exposing teachers’ ethics, etc., and give early warning of collected problems ^[12]. Clarify the red line of teachers’ ethics, clarify the bottom line of teachers’ ethics, and establish and improve the long-term mechanism of teachers’ ethics construction and the punishment and accountability mechanism of teachers’ ethics ^[13]. Educators will fully implement the “one-vote veto” system of teachers’ ethics in the selection and recruitment of teachers, career access, evaluation of professional titles, job recruitment, and evaluation and reward of teachers’ ethics.

In the end, the “two lines” cooperate with each other and work together on the “four hearts”, aiming to achieve the “three” goals: cultivating “big sir” with university questions, big patterns, and big feelings. Through

the implementation of this system, educators expect to be able to comprehensively improve the level of teachers' ethics and manners in secondary vocational schools, and contribute to the training of more outstanding talents.

5. Study the expected results and social impact

The construction of a teacher ethics system has played an important role in promoting the connotative development of schools, improving the overall quality of teachers, and promoting the all-round development and growth of students. By constructing a perfect system of teachers' ethics and spirit, educators can build a team of high-quality and professional teachers, provide students with better educational resources and teaching services, and finally realize the educational goal of "cultivating morality and educating people." In the future, educators should continue to deepen the construction of teachers' ethics, constantly innovate educational models and methods, and contribute to cultivating more socialist builders and successors with all-around development of morality, intelligence, physical fitness, and labor for the states.

5.1. Promote the process of connotative development of the school

Through the construction of a teacher ethics and style system, internal education and external introduction, improve the quality of teachers, promote the improvement of school education and teaching quality, and enhance the social influence and serviceability of schools.

5.2. Improve the overall quality of teachers

The "two-line, four-heart and three-part" teacher ethics system starts with guiding teachers to adhere to the education policy, learn advanced education and teaching concepts, enhance teachers' professional ethics, improve teachers' education and teaching ability, and other aspects, seizing the key points of the construction of teacher ethics, guiding teachers to set an example, and seriously dealing with teachers who have problems with teacher ethics^[14]. This is to ensure the purity and healthy development of the teaching team.

5.3. Promote the all-round development and growth of students

By leading the construction of teachers' ethics, creating a team of "four" good teachers, guiding students to establish correct values with the feelings of a "big master", and cultivating patriotic feelings and social responsibility. By improving the professional quality and teaching ability of teachers, educators can provide students with better educational resources and teaching services, improve the comprehensive quality of students, and finally realize the educational goal of "cultivating morality and cultivating people"^[15].

Disclosure statement

The authors declare no conflict of interest.

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