

# Study on the Promoting Mechanism of Teachers' Ethics Internalization in Universities

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**Abstract:** On the basis of clarifying the teachers' Ethics internalization theory, this paper analyzes the typical dilemma in teachers' Ethics internalization. To resolve these problems, this paper construct an overall framework, including security mechanism, normative mechanism, education mechanism, evaluation mechanism and supervision mechanism, which the external conditions are used to constantly strengthen the moral needs of the subject, then enhance the consciousness of moral internalization, improve the effectiveness of teachers' moral construction.

**Keywords:** Teachers' ethics, Internalization, Promoting mechanism, External driving force, Ethics standard

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The teachers team building is the basic work for colleges to carry out the fundamental task of building up people by virtue. The ethics of teachers is the first standard to evaluate the quality of teachers. The construction of teachers' ethics in colleges is a complex project, in which to internalize teachers' ethics as their own moral quality is an important department.

## 1 The meaning of teachers' ethics internalization

### 1.1 Moral internalization and teachers' ethics internalization

The general meaning of internalization refers to the process of transforming external objective things into the internal spiritual structure of subjects.

And the moral internalization means that morality is the social and cultural existence outside the individual, internalization is necessary because it can make morality to be acquired and accepted by the individual<sup>[1]</sup>.

Teachers' ethics is teachers' professional ethics, which belongs to the category of morality. Therefore, the internalization of teachers' ethics is that teachers transform the social agreed professional ethics norms into their own moral needs, and transform the external constraints into their own moral qualities<sup>[2]</sup>. The process of teachers' moral internalization is the process of teachers' self-cultivation and self-construction, from heteronomy to self-discipline. Only when teachers' morality realizes individual internalization, teachers' moral consciousness can be transformed into teachers' moral habits and conscious behavior, can be infiltrated into the whole process of teachers' behavior, rather than only staying on the surface.

### 1.2 Internalization and externalization of teachers' ethics

Teachers' ethics internalization and externalization are two stages of teachers' moral cultivation. Internalization is external teachers' professional ethics and behavior norms transforming into their own ideological consciousness, while externalization is their own ideological motivation or internal spiritual actions transforming into good teachers' moral behavior. In short, internalization is the input of teachers' moral consciousness, the premise and foundation of teachers' moral cultivation, externalization is the output of teachers' moral behavior, and the purpose and destination of teachers' moral cultivation.

### **1.3 The driving forces of teachers' ethics internalization**

Materialist dialectics holds that the development is the result of interaction between internal and external factors; internal factors are the basis for the development, which stipulate the basic trend and direction of the development; external factors are indispensable conditions for the development. The power to promote the development of moral internalization can be divided into internal driving force and external driving force. Internal driving force is the individual subjective desire and requirement. External driving force may be political, economic, cultural, educational and other external factors, which affect the realization degree of moral internalization. The internal driving force is closely related to the moral needs of teachers, and more belongs to the individual category. The external driving force can be realized through the work system, norm and education, which can accelerate the process of teachers' ethics internalization.

### **1.4 Significance of teachers' ethics internalization**

Teachers' ethics are internalized, so that teachers pay more attention to moral self-discipline and have a sense of social responsibility and professional identity. In the process of exploring, understanding, affirming and developing themselves, they consciously enhance the sense of honor and mission of teaching and educating students, truly love their posts, spread advanced ideology and culture, firmly support the Party's ruling, guide students' healthy growth, and maintain their responsibility and dedication to the educational cause for a long time. The improvement of a teacher's moral level will improve the overall moral level of teachers.

## **2 The Dilemma of teachers' ethics internalization**

In colleges, the phenomenon of teachers' moral anomie still exists: some teachers don't preach, teach and solve doubts, but seek rewards, promotion, treatment, status; some teachers are not so concerned about their own work, but pay too much attention to fame and fortune, even do things against academic morality. Some teachers feel that their work is busy, intensity, the pay and return is not proportional. Some teachers are proud to have high deposits, private cars, villas, class fees. A few teachers don't work hard,

they read PPT in class from beginning to end. Some teachers do not pay attention to manners. What's more, some teachers violated national laws and regulations.

The cause of the above phenomenon of teachers' moral anomie is the teachers' professional ethics is not truly internalized into the inner consciousness. At present, there are many problems in the process of teachers' ethics internalization in colleges.

### **2.1 The low self-consciousness of teachers' ethics internalization due to life and professional pressure**

Teachers should not only bear the professional pressure from teaching and research, professional title promotion, personal development and so on, but also bear the pressure of high house prices and children education. If we can not actively solve the pressure of teachers' life and reasonable demands for individual development, teachers will not be able to identify and accept professional moral, and even think teachers' ethics as a constraint and burden.

### **2.2 The lack of motivation of teachers' ethics internalization due to the lack reality of teachers' moral norms**

Teachers' moral norms in colleges are too unified, lack of hierarchy and differences. In colleges, teachers' value orientation diversity, using the same standard to require all teachers is not practicality, and even appeared the strange phenomenon that the more emphasis on the teachers' ethics, the more problems in teachers' moral decline.

### **2.3 The low effect of teachers' ethics internalization due to the superficial construction of teachers' ethics**

At present, colleges attach great importance to the construction of teachers' ethics and style, and take various measures actively. However, there are still many problems in the practical operation of the construction of teachers' ethics and style. For example, some colleges' construction of teachers' ethics and style is only communication, discussion and recognition. Therefore, the effect is not obvious. Some colleges focus on discipline propaganda, ignore the pure gravel process that replaces mental accomplishment, ignore the subjectivity of moral learning, ignore the internal needs of moral learning subjects, and lead to the passive position of teachers in the process of moral internalization.

#### **2.4 The teachers' ethics internalization consciousness being indifferent due to the teachers' ethics evaluation and supervision are not enough**

At present, in colleges there are more energy and financial resources in scientific research activities, and the evaluation and assessment standards of talents are due to their scientific research achievements, ignoring teachers' ideological education work, which also affects teachers' understanding of the necessity of teachers' ethics internalization<sup>[3]</sup>. In many colleges, the daily supervision of teachers' ethics is not much, the main responsibility of supervision is not clear, and supervision has not been done enough. The lack of evaluation and supervision directly causes teachers to despise ethics. In the absence of external constraints, it is easy to make unethical behavior in pursuit of realistic interests. It is difficult for some teachers to internalize teachers' ethics independently even if they can adhere to the bottom line of teachers' ethics.

### **3 Construction of the mechanism for promoting teachers' ethics internalization**

The promotion mechanism of teachers' ethics internalization refers to the process that schools form external driving forces through the construction of mechanisms, norms and other measures to promote teachers to produce endogenous motivation in compliance with teachers' ethics, and internal and external driving forces to work together.

#### **3.1 The proper function of the mechanism for promoting teachers' ethics internalization**

The internalization of teachers' ethics is that teachers should transform the heteronomy norms in group occupations into individual self-discipline norms and their own moral qualities, and consciously abide by the process of implementation. The following functions of the mechanism of teachers' moral internalization should be included.

(1) The first is the guiding function, the mechanism of teachers' ethics internalization should make clear the concrete standard of teachers' ethics construction, and solve the desalination, ambiguity and confusion of teachers' ethics value, the moral right and wrong are missing and the moral direction is lost.

(2) The second is to enhance the function, it is the natural mission and important function of the mechanism to stimulate and maintain the moral needs of the subject.

(3) Third, the "ecological" function, the mechanism of teachers' ethics internalization should be able to maintain the ecological balance and stability of the whole education system, and have a continuous and healthy permeability and coupling effect on the education system ecology.

(4) Fourth, long-term function, the ethics internalization is a long and complex process, the mechanism for promoting teachers' ethics internalization should have long-term effect and can prevent teachers' moral anomie to the greatest extent.

### **3.2 Design of mechanism for promoting teachers' ethics internalization**

#### **3.2.1 Building a diversified teachers' ethics guarantee mechanism**

It is necessary to provide teachers with the resources and platforms for personal development and achievements, so as to maximize their "individual function development", which can not only achieve the teachers of high learning, but also achieve the teachers of strong moral. For example, colleges can actively create conditions for the promotion of personal business, such as teachers' further education and overseas visits, or help teachers set up teaching teams that "spread and help"<sup>[4]</sup>, although they do not directly propagate teachers' ethics, they support the improvement of teachers' teaching and research ability. At the same time, it satisfies and stimulates teachers' professional pride, sense of honor and mission, and creates a cultural atmosphere of respecting teachers<sup>[5]</sup>.

#### **3.2.2 Establish a multi-level teachers' ethics standard**

Human cognition is hierarchical and developmental, if morality far beyond human cognition, internalization is difficult to realize. Therefore, teachers' ethics standard should be suitable for teachers' cognition and have clear layers, which can gradually guide teachers to strengthen teachers' ethics cultivation. That is, teachers' ethics standard should be ideal and realistic, both low requirements of the short-term goals, but also high requirements of the long-term goals. Teachers' ethics standards can be divided into three levels: professional ethics ideal, professional ethics principle and professional ethics rule. The ideal of professional ethics is the highest level of teachers' ethics, which encourages teachers

to establish lofty professional ideals in the form of moral initiatives; the principle of professional ethics is the basic principle of teachers' ethics, which guides teachers' correct professional behavior in the form of moral instructions or moral initiatives; the code of professional ethics is the minimum requirement of teachers' practice, which restricts teachers' bad conduct through relevant regulations<sup>[6]</sup>. At the same time, teachers' professional ethics should adapt to the development and changes of the new era, carry out dynamic improvement, make the professional ethics norms scientific, targeted and operable, and promote teachers to take the initiative to internalize teachers' ethics.

### **3.2.3 Establish a normal teachers' ethics education mechanism**

The teachers' ethics internalizes to a conscious and active behavior of teachers, and penetrates into the whole process of teachers' behavior, is not achieved by short-term learning and education. It is necessary to establish a multi-channel, multi-level and normalized education mechanism. Multi channel refers to the diversity of education methods. We should constantly innovate ways and methods, combine professional ethics learning with seminars, typical demonstration and guidance, which can strengthen the education effect. We should give full consideration to the spiritual needs of teachers, build a variety of platforms such as teacher' ethics forum, awards and so on, so that teachers can have the opportunity to talk about their life ideals, career pursuit, career practice, etc., and carry out self reflection and self-improvement in the narration. Multi level means that we should pay attention to the level in education and carry out education for teachers at different levels. For example, for new young teachers, we should enhance their understanding of the rules and principles of professional ethics; for teachers with deeper qualifications, we should strengthen their learning and pursuit of the ideal of teachers' ethics. Normalization refers to that teachers' ethics education should run through the whole school running work and the whole career of teachers. Taking this work as an important part of the daily work of the school, it should be carried out in a planned, purposeful and organized way, so as to ensure that the professional ethics continue to penetrate into every teacher's heart, and then reflected in every link of words and deeds<sup>[6]</sup>.

### **3.2.4 Establish an effective of teachers' ethics evaluation mechanism**

The evaluation of teachers' professional ethics is the necessary way to urge teachers to perform professional ethics, and effective evaluation is the booster to promote teachers to internalize teachers' ethics. The effective evaluation mechanism of teachers' ethics should meet the following two requirements, one is the scientific and reasonable evaluation system, the other is the effective implementation of the evaluation results. A scientific and reasonable evaluation system should follow both the principle of comprehensive evaluation and the principle of classified evaluation<sup>[7]</sup>. Comprehensive evaluation refers to the combination of social evaluation and self-evaluation, qualitative evaluation and quantitative evaluation, process evaluation and end point evaluation, fully considering the actual situation of students, schools, colleagues, parents, social environment, etc. Scientific evaluation is carried out through a variety of effective ways, such as discussion talks, questionnaires, feedback and so on. Classification evaluation divides teachers' ethics into many aspects, such as teacher education, cultural inheritance and so on. Through investigation and evaluation, spot check and listening to lessons, qualitative evaluation is the main method, supplemented by a small amount of quantitative evaluation, classification evaluation of teachers' ethics. The effective implementation of the evaluation results means that the evaluation results of teachers' ethics should be linked to the vested interests of teachers' annual academic appraising, appointment assessment, allowance and salary, and professional title evaluation<sup>[8]</sup>, so that the evaluation results of teachers' ethics can find the focus and the construction of teachers' ethics can not be mere formality.

### **3.2.5 Establish a serious supervision mechanism for teachers' ethics**

The supervision and restraint mechanism of teachers' ethics is to integrate the heteronomy of teachers' ethics into the whole process of self-discipline, to make the heteronomy and self-discipline coexist organically, and to promote the teachers' ethics internalization together. Colleges should give full play to the role of the main body of supervision, and form a comprehensive supervision model in which discipline supervision, supervision, inspection and

supervision, supervision by functional departments work in the same direction, and carry out various supervision methods together. First, timely detection of teachers' misconduct and serious handling. Second, by understanding teachers' thoughts, work and living conditions, combining teachers' moral construction with solving teachers' actual problems, we can enhance the influence of teachers' moral construction.

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