

Chinese University Research Ethics Construction to Build a Socialist Core Values as the Carrier

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Abstract: The teacher is the engineer of the human soul, and the noble teacher's morality is the core professional quality of the teacher. Aiming at the problems existing in the construction of teachers' morality in colleges and universities, this paper puts forward the construction of college teachers' morality with the core values of socialism as the carrier. From improving the conditions for teachers' access, establishing and improving the teacher's morality assessment mechanism, teacher cadre selection and employment mechanism, creating an environment of respecting teachers, cultural education, strengthening teachers' moral education and theoretical training, providing scientific research policy environment and solving teachers' actual conditions, permeate the core values of socialism throughout the whole process of the construction of teachers' morality in colleges and universities, from point to point and level to level, improve the quality of college teachers' moral construction.

Keywords: colleges and universities; connotation development; cultural education; socialist core values; teacher's moral construction

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0 Introduction

The teacher is the engineer of the human soul, the inheritor of human civilization, carrying the important

task of spreading knowledge, spreading thoughts, spreading truth, shaping the soul, shaping life, and shaping new people^[1]. The Ministry of Education issued the "opinions on Establishing and Improving the Long-term Mechanism for the Construction of Teachers' Morality in Colleges and Universities," pointing out that the ideological and political qualities and moral sentiments of college teachers directly affect the development of young students' world outlook, outlook on life and values, and determine the quality of talent training. It is related to the future of the country and the nation^[2]. A high-level faculty is a prerequisite for cultivating outstanding talents and a prerequisite for achieving a strong education.

1 The obvious problem of the university teachers' morality

1.1 The materialistic desires are diverging, the correct values are weakened, and the connotation of the teachers and teachers of colleges and universities is "deteriorated"

As a typical group of intellectuals, college teachers are respected and valued in society to reflect the degree of social respect for knowledge^[3]. It is also understandable that college teachers' groups pursue certain material interests, which is in line with Marxist social and economic laws. However, some teachers are too materialistic and money interests so that the connotation of university teachers morality "metamorphic" and teachers identity disgrace. Even some teachers will focus on the so-called "sideline," and they will deal with the task of teaching and educating people. Some teachers with graduate students also asked students to help teach, correcting the test papers, so that the connotation of college teachers moral deterioration.

1.2 The lack of system construction has made the quality of teachers' morality construction in colleges and universities worse

In some colleges and universities, the "heavy scientific research, light teaching" style has been repeatedly banned, and the phenomenon of "only papers" and "only hats" has come and gone. Many systems of the school lay particular emphasis on the evaluation of teachers' scientific research level and papers, resulting in many teachers' teaching posts being forced to change to scientific research posts. The system baton is heavily inclined to scientific research indicators, forming a bad atmosphere of neglecting theoretical basic teaching work. The default is that "theoretical teaching cannot produce indicators". "Many teachers are forced to "scientific research" pressure and "funding" assessment, and there is misconduct such as plagiarism and false reporting. Many teachers are caught in the muddy of "declaring projects, writing papers, and completing projects."

1.3 Failing to pay attention to teachers' professional ethics training, ignoring the cultivation of teachers' morality

College teachers are the backbone of the development of colleges and universities. The lack of a high-quality teacher is undoubtedly a major obstacle to the sustainable development of colleges and universities. Some teachers lacked an examination of the teacher's morality when they recruited the school. After the admission, they also neglected the systematic training of the teacher's theoretical study and the construction of teachers' morality and style and lacked the supervision mechanism and system for the teacher's morality. In addition, many teachers in colleges and universities are not "trained by teachers". Before they become teachers in colleges and universities, some teachers almost have not received systematic training on teacher teaching theories and lack of teacher ethics training.

2 The reasons for college teachers' moral misconduct

A good teacher's morality is the core quality requirement of the profession of teachers^[4]. In recent years, the phenomenon of teacher morality anomie and problems such as academic fraud and infringement of students' interests has also highlighted the problems of college teachers' moral construction. There are two reasons for induction.

2.1 Bad thoughts in Western culture eroded the foundation of the construction of teachers' morality in colleges and universities

The wave height of the constant flood of economic development, a lot of bad ideas, for example, money worship, hedonism, and extreme individualism, to college teachers' morals brings a lot of obstacles and difficulties. Some college teachers in high-education and low-income situations at the beginning of work are inevitably difficult to balance, leading to low professional recognition of teachers' profession, lack of sense of responsibility, and the lack of professional ethics.

2.2 University management "baton" unreasonable, hindering teacher's ethics construction quality upgrade

The management system and assessment mechanism of some colleges and universities are not conducive to the development of college teachers' morality and even serious obstacles^[5]. In the planning and construction of some colleges and universities, the promotion of the title of college teachers, the promotion of positions and the selection of cadres, and salary rewards are directly linked to scientific research contributions, such as the amount of projects and the number of papers, neglecting the teaching and ideological politics and morality of college teachers. Construction and other work excessively strengthen the contribution and role of scientific research and papers in the development of schools. Some teachers have been transferred from front-line teaching positions to scientific research positions, engage in "research work" that is not good at but must be examined. As a result, many teachers have less achievements and lower levels, and there is no hope in the assessment Young teachers, in particular, have been engaged in teaching in colleges and universities since they obtained certificates after graduation, which makes it difficult for some teachers to balance their psychology and produces extreme cases such as plagiarizing scientific research achievements, plagiarizing papers and corruption.

3 The legitimacy and value needs of the construction of teachers' morality in colleges and universities

College teachers are responsible for teaching and educating people and spreading knowledge culture and skills. They are the implementers, organizers,

and managers of the great cause of higher education, carrying the hope of the whole society and the task of cultivating high talents. The legitimacy of teacher's morality is the essential requirement and the core element of teacher's profession. From a macro perspective, teachers' morality is related to the direction of social development and the development of humanity.

3.1 Conform to the legitimacy of teachers' professional ethics construction of a new era of college

The profession of teachers is an old and special profession. The teacher's teaching and learning activities are not only an individual activity but also an activity facing the society. Teachers' morality is the standard of conduct, norms, requirements, and principles formed in the process of maintaining professional order and specific duties among teachers engaged in professional activities and the corresponding moral sentiments and professional qualities. In ancient and modern China and foreign countries, many scholars have expounded that the teacher is a good person and a moral literacy. Confucius said: "Can't just be the body, such as the right person?" ("the analects of Confucius. Zi"). Mencius said: "Teachers must be positive" ("Meng Zi. From the shackles"). Qing Shi scholar Lu Shiyi said: "The character is not Li, but I don't know enough to be a teacher^[7]." Near-generation educator Tao said: "All the work of educators is to artificially Biao^[8]." German educator Herbart said: "The only education work and all the work can be summarized in the concept - morals^[9]." British educator John Locke said: "The mentor who own lunch with good parenting, verily, anytime, anywhere have proper manners and politeness^[10]." A good teacher's ethics is an objective requirement similar to the natural law, which is not to be transferred by external factors and not to be imposed on individuals. Without a good teacher's morality, you cannot be a good teacher. Without a keen sense of the bottom line, you do not deserve to be a good teacher. The noble teacher's morality is the teacher's vocation and essential requirement, which is the core element of the teacher's profession. Pursuing a noble teacher's morality is the teacher's lifelong pursuit.

3.2 Practical needs of the construction of teachers' morality in colleges and universities

The core values of socialism are the core content of socialist ideology^[11]. The value of teachers' morality

in colleges and universities is mainly reflected in the fact that teachers inherit and exert the achievements and accumulated wisdom of human civilization in the process of cultivating talents and play an active role. First, teacher's morality is the embodiment of human civilization. Teachers bear the heavy responsibility of civilization. The creation and dissemination of civilization is an important basis for human civilization and an important way to realize educational practice. The primary way to spread and inherit civilization is through education. Generally speaking, if there is no education, the accumulation of human civilization and the formation of brilliant and brilliant civilization cannot be passed down to the present day. In the process of imparting knowledge, teachers play an important role in educating people, solving doubts and doubts, and helping the educated to understand the knowledge and skills when the educated person has doubts and explain them in a targeted manner. Second, the teacher's morality is a manifestation of social prosperity. Teachers must not only play a player of knowledge and a megaphone of civilization. Teachers should not only impart knowledge, skills, and techniques but also need to laws of nature and human relations to inform recipients of the Heaven, let recipients of the "knowledge awe" civilized wisdom "Ming Dali" to learn the human spirit and moral values. In the process of teaching knowledge, the teacher allows the educated to feel the prosperity of the nation, the development of the society, the moral sentiment, and the essence of civil ethics so that the educated can implement "may" and "unable" in concrete practice.

4 The core values of socialism reconstruction strategy faculty moral

The construction of teachers' morality in colleges and universities is an important proposition related to the development of higher education and a great project and undertaking. Reconstructing the construction of teachers' morality in colleges and universities with socialist core values is not a mechanical superposition or mosaic but an organic integration innovation, allowing teachers to internalize and externalize, to conserve moist and subtle, and to promote the healthy development of college teachers' morality.

4.1 Let the core values of socialism be rooted in the ideological concept of teacher teaching

The construction of teachers' morality in colleges and universities should always adhere to the framework of

Marxism and take the core value of socialism as the carrier. First, attach great importance to it, strengthen the ideological and political education propaganda of college teachers, and cultivate a good atmosphere in which teachers attach importance to moral cultivation. School teachers called on to focus on learning and self-study combining e-learning with book-learning, etc., to strengthen the ideological construction. Guided by the core values of socialism, the political ideology is raised, and the teachers are born with deep feelings of the people. The teachers wholeheartedly serve the people and serve the students and establish the lofty aspirations of dedicating themselves to the cause of education. Second, adhere to institutionalize ethics construction normalized publicity will enhance their professional ethics requirement universities as an important ideological and political education and ideological education. It compiles the “teacher law”, “education law”, “professional ethics for college teachers” and relevant national laws and regulations on the construction of teacher ethics in colleges and universities into courses, and systematically teach teachers in the form of special topics, improve the professional ethics of teachers. Third, create an atmosphere of cultural education. “Educate the teacher before you educate the student.” In light of its own reality, colleges and universities, through the website, newspaper, WeChat, weibo, television stations, radio stations, and other forms of media, widely spread and promotion of socialist core values of the related content, let patriotism, collectivism, the national spirit and excellent cultural concept of socialist core values rooted in the ideological system of teachers’ moral construction.

4.2 Specific actions to promote the core values of socialism to promote the moral level of college teachers

Thought determines action and action determines the future. Action practice is the highest form of expression-led. The construction of teachers’ morality in colleges and universities is finally implemented in the specific actions of teachers. First, give play to the exemplary role of the school’s advanced model and outstanding communists. Comrade Lenin once said that the role of the example is endless. Leading demonstrations of role models can stimulate the strong appeal of college teachers. Colleges and universities to establish ethics standards and role models through the appraised

activities such as “master teachers”, “ethics model”, “excellent teacher” and so on, and organize other teachers to learn from typical outstanding teachers, so that other teachers feel the noble moral sentiment of excellent typical teachers, stimulate their enthusiasm of the pursuit of noble ethics. Second, the organization selects some highly respected old teachers and “form pairs” with young teachers, forming a guiding effect of “mentoring,” supervising and managing young teachers’ academic ethics, teaching quality and teacher morality, and helping young teachers improve their moral character. Third, the school plans special funds for organizing teachers to participate in short-term and long-term training in professional ethics such as teacher morality promotion and to improve teachers’ moral standards.

4.3 Establishing a system to ensure that socialist core values take root in the construction of college teachers’ morality

System construction is an important guarantee for ensuring the success of the construction of college teachers’ morality. First, under the unified leadership of the party committee, the school established a working group for teachers and teachers to provide organizational guarantees. The construction of teachers’ morality in the school should, with the participation of relevant functional departments, secondary colleges and teacher representatives, formulate a practical and feasible construction plan and standard system for teachers and provide a system for the socialist core values to take root in the construction of teachers’ morality in colleges and universities. Follow the principle of “There are rules that we should and must be followed. The person who break the rules should and must be punished strictly”. Second, We will give more weight to teachers’ moral character and conduct in the assessment of their admittance, recruitment and promotion. “We take the person with profound knowledge as teacher, we take the person with exemplary conduct as model.” The words and deeds of the teachers at the school students have an irreplaceable effect of teaching by example the need to strengthen the proportion of moral character in respect of the assessment of teachers. We should change the current situation of “only papers”, “only titles” and “only funds”, and correct the wrong practice of “emphasizing scientific research over teaching” from the source, so that the proportion of “morality” can be fully reflected in each link of teacher access,

assessment, professional title evaluation, cadre selection and appointment. So that the colleges return to their original hearts and return to common sense, so that the importance and effectiveness of the construction of teachers' morality are highlighted. Third, form the atmosphere of mutual supervision, mutual care between teachers, and between teachers and students, to prevent the breeding of bad atmosphere. The school regards the construction of teachers' morality as an important aspect of the supervision and examination and evaluation of the quality of college education. The teacher's annual examination, annual review, teacher's morality survey, teacher-student evaluation, etc., develop corresponding linkage mechanism so that the teacher's moral construction can be supervised and reminded, build multi-faceted and multi-angle defense systems from college to society, from teachers to teachers and students, from parents to students, ensure that teachers' morality and construction are "no dead ends." Fourth, establish incentive and punishment mechanisms, learn from each other's strengths, block loopholes, and improve the overall level of teachers' morality. Colleges and universities strictly regulate the corresponding provisions and provide "bottom line terms" and "red line guidelines" for the construction of teachers' morality. College teachers can follow the teaching position, research position, management position or other service positions, cultivate teachers' admiration for noble morality and contempt and dislike of bad teacher morality, and improve teachers' morality and quality.

4.4 Putting people first, creating a cultural atmosphere of respecting teachers and teaching, and testing the effectiveness of college teachers' morality construction with socialist core values

The construction of teachers' ethics plays an important strategic role in the sustainable and healthy development of colleges and universities. Teachers in colleges and universities are the core force to fulfill the mission of cultivating morality and educating people. Therefore, it is necessary to create a good cultural atmosphere of respecting teachers and teaching and to enhance the subject status of teachers and the social status of teachers, so that college teachers have a sense of honor and pride. First, colleges and universities should be people-oriented and earnestly care about the practical needs of teachers, especially front-line teachers and

young teachers, empathy, mutual understanding, solve the practical difficulties and needs of teachers, and remove teachers from the troubles of complicated life. We are fully committed to the cause of teaching and educating people. Second, colleges and universities should combing and broadening the channels for selection and promotion to meet the professional development needs of teachers. Schools should broaden the channels for promotion of teachers. Whether it is teaching posts, research posts, management posts, counselors, class teachers, or staff, they can find channels for career planning and development and achieve stable teachers' work so that teachers can feel at ease, teach, and be comfortable. From teaching and meditation, we ensure that teachers have no worries, do a good job in teaching and educating people, and let socialist core values be reflected in every teacher in colleges and universities. All teachers compare the standards of socialist core values and check their behavior. College teachers are not only "teachers" but also "persons," not only to teach but also to educate people. We must truly use the socialist core values to arm our minds, enter the mind, internalize the mind outside the line, subtly change, and do a good job in the great project of building teachers' morality in colleges and universities so that the socialist core values become an important part of testing the construction of college teachers' morality standard.

5 Conclusion

In view of the problems existing in the construction of teachers' morality in colleges and universities, the socialist core values are used to examine, test, and construct the system of teacher's morality construction in colleges and universities. The socialist core values should become the basic follow-up of the system construction of college teachers' morality. University teachers should consciously raise the political standing position, take the initiative to meet the needs of the connotation of development of a new era of reform university, has always been to lade tree people from teaching the human nature, and will enhance the level of morality in the forefront.

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