

Original Paper

Research on Teaching Ethics Regulation Strategies of University Teachers

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Abstract

The research on the teaching ethics of university teachers is conducive to the improvement of the teaching ethics system of our country, and provides the basis for the construction of the ethical standards system suitable for the requirements of modern university teaching. Although there are various codes of ethics in colleges and universities, some experts and scholars also have some scattered research content on teachers' teaching ethics, which has some positive role in promoting the improvement of the professional ethics of college teachers, but the system of teaching ethics of college teachers in China has not yet been established. This study tries to put forward the strategy of teaching ethics regulation for university teachers, hoping to promote the construction of the teaching ethics regulation system in university and promote the steady improvement of the quality of higher education.

Keywords

University teachers, Teaching ethics, Strategies

1. Introduction

One of the important missions of a university is to train talents. In teaching activities, college teachers should not only undertake the task of imparts knowledge, but also promote the formation of wisdom, truth and beauty, and cultivate students into life individuals with all-round development of virtue and skills. This goal needs to be accomplished through interactive life activities between teachers and students in teaching, and students' development can be achieved through the integration and influence of life subjects between teachers and students. As the main channel of university education, teaching is an ethical practice, and the study of its ethical norms has become an important issue.

The need to improve and enhance the teaching quality of university teachers. In recent years, with the development of teaching reform, the ethical level of teaching practice in Chinese universities has been improved. However, due to the lack of rational and conscious ethical review, the teaching ethics of

college teachers have lost their principles. Under the broad professional ethics standards of colleges and universities, some college teachers' teaching anomalies still exist. Some teachers treat teaching as a sideline and think that they only need to do scientific research seriously. Some professors ask their graduate students to do the work for them after meeting with them in a previous class. There are also some teachers who do not update their teaching plans all year long. Teachers do not intend to teach, the content of teaching is not attractive, not to mention pay attention to teaching methods, and good management of students. This will not attract students to the classroom, and the quality of university teaching will not be improved. At the same time, in the college campus, students are often faced with teachers who cannot pronounce their names, teachers leave students with a hurried back, and the relationship between teachers and students is indifferent. Fellow university teachers are also nodding friends. Therefore, only by analyzing the current situation of university teachers' teaching ethics, putting forward the teaching ethics norms of university teachers, and summarizing the strategies to safeguard the teaching ethics of university teachers, can we improve and enhance the teaching quality of university teachers, and promote the development of students.

2. University Teaching Ethics Theory

The teaching ethics of university teachers refers to the requirements and standards for the good teaching behavior and teaching relationship. In other words, in their teaching activities, college teachers should not only follow the ethical standards for teaching objectives, teaching methods, teaching content, teaching management and other teaching factors, but also abide by the ethical standards when dealing with teacher-student relations and peer relations. These standards and norms are not followed by one or some teachers, but the whole teachers should follow and accept this ethical norm.

2.1 Principles of Teaching Ethics for University Teachers

The teaching of university teachers is a kind of ethical activity, which is full of morality. It needs a general principle to command and measure, and it should meet the moral requirements of long-term, comprehensive and ultimate teaching purpose.

The general ethical principle of university teachers' teaching can be expressed as: promoting the development of students. The content of university teachers' teaching to promote students' development mainly includes five aspects: promoting each student's development, promoting students' free development, promoting students' all-round development, promoting students' full development and promoting students' lifelong development.

Ethical principles of university teaching content. The ethics of teaching content also reflects the ethics of teaching purpose. Whether it conforms to the development of students is the standard of choosing and dealing with the ethics of teaching content. College teachers should follow the principles of advanced nature and appropriateness when choosing and dealing with teaching content. College teachers should choose teaching content in accordance with the scientific law of the subject and the cognitive law of the students. Teachers' handouts should be adjusted according to the development of

science and technology and social progress to ensure that the most advanced results complement the teaching content. Teaching content should be difficult and easy to appropriate, neither let students learn too easy, so that they do not want to forge ahead, nor let students fail to understand, discourage students' desire to explore.

Ethical principles of university teaching methods. The teaching methods of university teachers should follow the principle of exerting students' subjective initiative, promoting the principle of learning pleasure and improving the principle of learning efficiency. The teaching method of university teachers should be able to activate the students' own learning power system, the teaching method should adapt to the learning method, rather than teach for the sake of teaching, fully mobilize the students' subjective initiative, let the students actively study, enjoy the process of classroom learning, and cultivate the quality of students willing to learn. And it should enable students to master more knowledge, skills in unit time, ability to further improve, and more perfect emotions, so that students have more comprehensive and full development.

Ethical principles of university classroom teaching management. The teaching management of university teachers should follow the principle of the unity of service and teaching and the unity of heteronomy and self-discipline. College teachers should gradually transition from "education" to "guidance", or from "leading" to "service", more precisely should be called "learning activities of the service" through the external and internal causes of heterosis and self-discipline, to help students form good moral character and behavior habits.

Ethical principles of university teacher-student relations. The teacher-student relationship is the most important and basic component of the university teacher relationship ethics. It is not only a one-way knowledge relationship, but also a kind of interpersonal moral and emotional interaction. College teachers should follow the principles of combining fairness with consideration and caring with respect when they get along with students in teaching activities. In university teaching activities, each teacher must deal with the relationship between each student and the students of different majors or different colleges ethically, not only to treat all students equally, but also to take care of each student with different learning needs.

College teachers should follow the principle of combining competition and cooperation in their communication with colleagues. In college teaching, the harmonious relationship between teachers and teachers determines the collective status of teachers in the whole school, determines the atmosphere of teachers' work and study, and also affects the development of teachers. College teachers should understand the relationship between competition and cooperation, and pay attention to moderate competition, equal communication and harmonious coexistence while strengthening cooperation, so as to provide good conditions for individual teachers' initiative and creativity.

2.2 The Category of Teaching Ethics for University Teachers

The category of teaching ethics of university teachers refers to some basic concepts that summarize and reflect the main characteristics of teaching ethics of university teachers, reflect the basic requirements

of certain society for teacher ethics, and have a certain impact on the teaching process. A correct understanding of these concepts is of great significance to adjust the ethical behavior of university teachers in teaching.

Teaching responsibility. Attaching importance to teaching responsibility is the most basic ethical requirement of teaching. Compared with other human activities, teaching skill shoulders an important sense of responsibility and behavior. In the teaching community, the performance of teaching duties requires teachers to consciously carry out moral "comprehensive judgment" in the teaching process, consciously choose the teaching behavior that is most conducive to the physical and mental development of students, and the most important is to be responsible for students. The responsibility of university teaching is to create respect for students, care for students, love students, and to devote more energy to training students with integrity and ability. It should not only care about the growth of students in terms of professional knowledge and skills, but also devote ourselves to the maturity of students' thoughts and the development of their personalities, so that students can develop a conscious moral responsibility. Accountability to students is the primary mission of the university and the primary academic responsibility of the faculty. The responsibility for the students is mainly reflected in the whole body of the students love to give and wholeheartedly devoted to the service, reflected in the tireless teaching, teaching by example, impartial behavior demonstration and academic style.

Teaching justice. Teaching justice means that in the teaching process, no matter the student's gender, appearance, intelligence, personality, birth, etc. Students are treated equally, and each student is evaluated fairly and reasonably. Each student is taught according to their aptitude, so that each student can get harmonious development and form a positive and healthy teaching atmosphere. This kind of teaching atmosphere can mobilize students' enthusiasm and initiative in learning, pleasure students' emotions, and enhance students' trust in teachers. On the other hand, every student enjoys the teaching conditions of the school equally, so as to obtain a fair teaching effect.

Teaching conscience. Teaching conscience refers to the value standard and behavior standard that teachers should have in the teaching process, which is the basic form of teaching moral emotion and the embodiment of teachers' self-discipline in teaching. Teaching conscience guides teaching behavior before teaching and urges teachers to abandon the motives and behaviors that violate the requirements of teaching ethics. Teachers should control and adjust the emotions, desires and impulses that are not conducive to the healthy development of students in teaching, so that teachers can constantly improve their own moral character. After teaching, the teaching conscience, as a "moral court", can evaluate the teaching effect fairly and produce psychological satisfaction for the good teaching effect. When the teaching ethical requirements are violated and the interests of students are harmed, moral feelings of guilt, shame and remorse will be generated, and internal self-reproach and reflection will be conducted to correct mistakes.

3. Strategies of Teaching Ethics for University Teachers

3.1 To Enhance the Teaching Ethics of Teachers

The teaching virtue of college teachers means that college teachers should have good moral character and character in the teaching process. The promotion of teachers' teaching virtue plays an important role in guaranteeing the teaching ethics of university teachers.

(1) To strengthen teachers' teaching ethics education

At present, some teachers do not understand the specific content and scope of teacher ethics, and the cognition of teaching ethics is unclear. Therefore, the administrative departments of colleges and universities should strengthen the education of teachers' teaching ethics before and during the entry stage, and effectively use the system mechanism to motivate teachers to improve their professional quality. Pre-service training is one of the ways to strengthen teachers' teaching ethics. Necessary pre-service skills and moral training for teachers can help them plan their career, have a correct cognition of teaching work and improve teachers' awareness of teaching ethics. The content of training should include all aspects of teachers' work, and correct guidance can be provided through some excellent teachers' cases, teaching moral role models, or setting moral dilemmas for discussion, so as to help teachers establish positive and correct values. At the same time, the improvement of teachers' teaching virtues is not a process of weaving, but a process of repeated and gradual improvement. Therefore, it is necessary to establish a teaching training system for teachers at different ages to carry out planned training, and infiltrate the awareness of teaching ethics, improve the awareness of teachers' ethics, avoid teaching burnout, strengthen the cultivation of teachers' teaching ethics, and promote the continuous improvement of their teaching virtues.

(2) To enhance teachers' awareness of teaching responsibility

"Responsibility" has the following two basic meanings: First, it refers to the things that should be done within the duty, such as responsibility and post responsibility; The second is to fail to do their part or fail to fulfill such obligations and bear adverse consequences. It should be the primary responsibility of college teachers to devote themselves to teaching and be responsible for students. Every university student must be well aware of the dual nature of his responsibilities: not only to be qualified as a scholar, but also to be a good teacher. Teaching requires not only a kind intention, but also a scientific process and good results. The sense of moral responsibility truly reflects the teaching ethics of teachers. Teachers with a sense of moral responsibility will respect students, take the development of students as their own responsibility, and treat teaching work scientifically and responsibly. Teachers' sense of responsibility also plays a role through teaching activities. Teachers' rigorous style of study, lively teaching and enthusiastic attitude have an important impact on students' learning and will stimulate students' interest in learning. Therefore, in teaching, teachers should be highly responsible for students. This requires university teachers to:

Unity of responsibility. Any teaching activity should be based on the teacher's responsibility for his teaching behavior and the process of taking responsibility for the occurrence and consequences of the

behavior. On the one hand, teachers should be full of enthusiasm into the teaching activities, from the bottom of their hearts to promote the development of students' awareness of responsibility, feel their sacred duties as educators and consciously follow this responsibility. On the other hand, teachers should effectively consider the teaching process and teaching effect, judge and choose from a more objective state, and take "research in teaching, teaching in research" as the normal teaching work.

The combination of reason and emotion. On the one hand, university teachers devote themselves to teaching with great enthusiasm, realize teaching value and obtain inner satisfaction. On the other hand, teachers can make an overall analysis of the teaching behaviors taken in the teaching activities, reasonably regulate their emotions and impulses, calmly and comprehensively take educational actions, comprehensively investigate the educational behaviors and results, and teach rationally and responsibly.

(3) Improve teachers' subjective consciousness

As one of the practical subjects of teaching activities, college teachers need to exert their own subjectivity in the teaching process, correctly understand the level of students' physical and mental development and development laws, and according to the needs of students' development, determine the teaching purpose, teaching content, choose the appropriate teaching methods and management strategies, and guide the development of students in accordance with the law and purpose. Teachers' continuous enhancement of their own subject consciousness is conducive to teachers' positive self-reflection and practice, and improve their teaching ability.

Set teaching objectives reasonably. The needs of students are the prerequisite for setting teaching objectives. The teaching goal should put students in the starting point and the core position of teaching, according to the basis and needs of students to carry out teaching design, so as to make the classroom full of vitality. Setting the teaching goal too high or too low, ignoring the students' foundation and actual gains, and taking the students' learning as the foil of their own teaching, such teaching goal will not have good teaching effect. Therefore, the setting of teaching objectives should be appropriate, in line with students' physical and mental development and personality characteristics.

Appropriate compilation and integration of teaching content. The selection and integration of teaching content should be based on teaching objectives, but also in line with students' learning reality, because the ultimate goal of teaching objectives is to promote students' development. The beginning and end of the teaching content should come from the student's return to the student. So, when choosing the teaching content, the university teachers should focus on the goal and moderate the capacity. The teaching capacity of a class is bound to focusing on the key points, and paying attention to the basis of teaching content, only the foundation is thick, can the caliber be wide. It is necessary to prevent the flashy "floating" phenomenon that ignores the fundamentals of students. Second, it is necessary to improve and update the mechanism of teaching content, update handouts in time, eliminate backward concepts and opinions, and improve and supplement the most advanced achievements into the teaching content. Therefore, college teachers should be good at learning, pay attention to the latest development of science and technology and society, and improve their sensitivity to knowledge. The third is to

carefully study the needs and interests of students and the needs of society for students. It should improve the course system according to the actual situation of students, and pay attention to the elective content in line with students' interests. Teachers should try their best to preset the teaching content, pay attention to the actual situation of students in class, adjust and change the teaching content according to the teaching situation, and generate appropriate teaching content to promote the all-round development of students.

3.2 Strengthen the interaction between teachers and students and promote the harmonious communication between teachers and students

The teacher-student relationship is the most basic and important interpersonal relationship in teaching activities, which plays a vital role in teaching quality and students' all-round development. It includes the status, role and attitude of teachers and students, which is an ethical relationship in essence. Only by dealing with this relationship reasonably can it ensure the normal conduct of university teaching activities and achieve the purpose of cultivating people.

(1) Teachers should clarify their roles and realize role transformation

Teachers should re-establish their role status, realize the transformation of roles with the professional spirit of "service", change the relationship between teachers and students of "authority-dependence". Teacher education itself contains a strong sense of service and dedication. Teachers should start from the perspective and subject position of students, let teachers serve for learning, fully understand students, be good at observing students, meet the needs of students' emotional communication, and communicate with students sincerely and equally. It is necessary to strive to find and fully affirm the bright points of students, appreciate and praise the strengths of students, and tap their talents. It is necessary to implement the principle of teaching and learning, and strive to advocate the "community" of teachers and students learning from each other, so that teachers and students form emotional integration and spiritual fit in communication and interaction.

(2) To cultivate noble ethics and beautify personality

As far as moral personality is concerned, teachers must have higher personality than ordinary people to have the subject qualification of education, and only teachers with higher personality taste can gain the respect of education objects and be admired by students, so as to obtain the due educational effect. On the one hand, teachers fulfill their duties in teaching and treat students fairly. In this process, students are constantly influenced by teachers' moral personality, and imperceptibly internalize this information into their own moral value system. On the other hand, it should cultivate the free spirit of teachers. Only as a subject of activity can teachers have personality, and only with independent personality can teachers become a real subject. If teachers want to be the moral model of the subject of education, their role can not be played without their free expression of personality image in teaching work. Only by integrating the noble norms in teaching into the value system that they pursue and yearn for, can teachers truly get rid of the external utilitarian motive, influence students with noble teacher ethics and unique personality charm, and truly play the role of moral example, so that students can truly produce

"teacher-oriented" and actively communicate and exchange with teachers.

(3) To broaden the channels of communication between teachers and students

At present, most of the communication opportunities between teachers and students are in class, and there are few opportunities to meet after class. The interaction between teachers and students is relatively small, which objectively results in the indifference of the feelings between teachers and students. Therefore, it is necessary to broaden the channels of communication between teachers and students and open up more ways of communication between teachers and students. Universities have their own online forums, can set up a special teacher-student exchange forum as a unit, to increase the interaction and dialogue opportunities between teachers and students. Schools can also use network resources to establish teaching information investigation, consultation and other systems to encourage students to participate in teaching reform and strengthen ideological communication between teachers and students. In addition, it is also possible to formulate a relevant system for teachers and students to communicate regularly after class, promote face-to-face communication opportunities between teachers and students, increase the frequency of communication between teachers and students, so that teachers and students can exchange ideas and collide in communication, and gradually deepen their feelings.

3.3 To optimize the university management system and improve the working environment

At present, the number of teachers in Chinese universities is diverse and diversified, and there are some unreasonable aspects in the assessment and promotion of teachers. Most universities only look at the number of papers published, books published, topics obtained, research funds and other single evaluation methods in a teacher's employment period, emphasizing scientific research achievements and neglecting teaching quality. As a result, college teachers put too much energy into academic research instead of classroom teaching, which seriously affects the professional development of college teachers and the unity among teachers. This requires the establishment of an assessment and promotion system that adapts to the professional development and moral growth of university teachers. While attaching importance to the teaching quality of teachers, the function of institutional norms should be combined with moral guidance, the openness of teachers' lives and moral quality should be emphasized, the teacher evaluation system and target assessment should be constantly reformed and innovated, and the assessment and promotion mechanism for teachers' moral development should be established and improved.

In the promotion of teachers' professional titles, the teaching situation should be included in the evaluation scope, and the corresponding weight should be given to strengthen the reward for excellent teaching workers, encourage teachers to devote their energy to the process of education and teaching, and encourage them to actively fulfill their teaching responsibilities. When evaluating teachers, It should not only look at their academic research level but also look at their teaching quality, not only look at the number of hours of teachers, but also look at the actual effect of their classes. In addition, in the evaluation and appointment of professors' titles, the classroom teaching level and teaching effect of teachers are taken as an important reference basis, the scope of teachers' participation in teaching

research is expanded, and the atmosphere of teachers' active participation in teaching research is formed.

4. Conclusion

The research on the teaching ethics of university teachers promotes teachers to pay attention to the ethical problems in the teaching process, and improves the ethics of teaching. At present, there are all kinds of ethical anomalies in the field of teaching practice in our country, which affect the moral psychology of teachers and students and make teachers and students have all kinds of ethical confusion. This has seriously affected teachers' education and teaching activities. Therefore, only by strengthening the research of university teaching ethics can teachers and students improve their ability to distinguish right from wrong, so that they can form correct ethical and moral concepts and consciously adjust their behavior norms in the teaching process according to the requirements of social interests, so as to enhance the moral cohesion of the teaching process and enable the healthy and orderly sustainable development and progress of our teaching practice. Secondly, it can improve the quality of education and teaching in universities. The research on teaching ethics of university teachers will analyze the ethical principles that they should follow in teaching, improve the character of teaching ethics of university teachers, and build a new type of teaching ethics relationship between teachers and students, so as to promote the improvement of teaching quality. The quality of personnel training will also be improved accordingly, it will provide high-quality personnel for the economic and social development, and constantly promote the economic and social development of our country.

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