

# Research on Constructing the Evaluation System of Teachers' Ethics and Style in Colleges and Universities in the New Situation

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**Abstract:** The construction of college teachers' ethics and style plays a very important role in education and teaching. It not only represents the individual teaching level of teachers, but also relates to the overall quality of college teaching. For this reason, major colleges and universities must pay attention to the construction of teachers' ethics and style, and build a complete evaluation system. This article analyzes the problems existing in the construction of teachers' ethics and style in colleges and universities, and puts forward the strategy of constructing an evaluation system of teacher ethics and style for reference.

**Keywords:** New Situation; University Teachers; Teacher Ethics and Style; Evaluation System; Construction

Teacher ethics and style are the soft power of universities and the key to their sustainable development. As a teacher, in addition to mastering a wealth of knowledge and professional skills, you must also have noble professional qualities and qualities. Even if the teacher's teaching level is high, but his own moral cultivation is not high, it is difficult to adapt to the requirements of quality education, let alone achieve the goal of morality and cultivation. Therefore, the construction of teachers' morality and style of teachers is a key issue that universities should consider and solve.

## 1. Problems in the construction of the evaluation system of college teachers' ethics and style

Although many colleges and universities now attach great importance to the construction of teachers' ethics and style, and have formulated a relatively complete evaluation system, there are still some shortcomings. The specific problems are as follows: First, there is a lack of scientific evaluation concepts. Action comes from thought, and the accuracy of thought has a direct impact on the effect of action. At present, the construction system of college teachers' ethics and style still lacks scientific evaluation concepts, which makes it difficult for the evaluation results to be efficiently applied to practical activities, and it is difficult to play a practical role. Second, the evaluation indicators are not clear. In order to effectively implement the evaluation of teachers' ethics and style construction, it is necessary to evaluate all aspects of teachers. However, due to differences in various disciplines, majors, and positions, how to integrate teaching, scientific research and other aspects when setting evaluation indicators to encourage teachers to make progress is the biggest problem facing the development of evaluation indicators. Third, quantitative and qualitative cannot be effectively unified. The establishment of an evaluation system should not put the results and results in the first place like an exam, but should pay attention to the usual performance and other situations. The evaluation of teachers requires a combination of qualitative and quantitative. It can be good at the level of teachers' workload completion, scientific research level, and teaching quality. At the level of professionalism, qualitative inspections should be carried out. However, it should be noted that qualitative work cannot be

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effective in a short period of time, which makes it difficult to set the indicators for the construction of teacher ethics and style. Fourth, the evaluation angle is not uniform. When evaluating the ethics of teachers in colleges and universities, the organizers will hear voices from various groups: If the evaluation is from the perspective of students, some students may be too alienated from the relationship between themselves and teachers, and the students' personal subjective views will make the evaluation results inaccurate; if it is evaluated from the perspective of university administrators, it cannot guarantee whether the administrator has a comprehensive understanding of teachers' ethics and style, which leads to inaccurate evaluation results and is questioned by others. Therefore, the inconsistency of the evaluation angle will make the evaluation results unconvincing, and the construction of teachers' ethics and style can not be effectively reflected. Fifth, the quality of relevant evaluators is not very high. From a certain level, even if the evaluation standards for the construction of teacher ethics and style are set well, the final implementation of the work still needs relevant personnel, and the quality of these personnel will have a certain degree of impact on the evaluation results. However, some evaluators are not particularly well-trained, and there are many subjective factors in the evaluation process.

## **2. Strategies for the construction of the evaluation system of college teachers' ethics and style in the new situation**

A scientific and effective evaluation system of teacher ethics and style is critical to the construction of good teacher ethics and style in colleges and universities, which can be specifically carried out from the following aspects:

### **2.1 Institutional system construction should be improved**

The system is the guarantee, and only an effective system can regulate the behavior of teachers. The construction of the system should let teachers know what should be done, what should not be done, what kind of punishment they should be given for doing things that cannot be done, or what risks they face, and what kind of punishment should they be given for not doing or failing to do well. What kind of responsibilities should be assumed. The system is not just a decoration. Leaders and managers must play a leading role, consciously abide by the relevant systems, punishing those who violate the system, and give play to the restraining effect of the system. In addition, it is necessary to improve the executive power of the system, and constantly improve the system to ensure that there are problems with teachers' morality and style, and there are rules and regulations that can be followed.

### **2.2 The coverage of the evaluation system should be wide**

The coverage of the evaluation system should be wide, covering various aspects such as teacher performance evaluation, teaching level evaluation; Quality and moral evaluation, teaching achievement evaluation, etc. The evaluation system must be operability and long-term. At the same time, the evaluation indicators should be gradually enriched in accordance with the teaching situation at each stage, and some sexual issues should be revised as soon as possible. In addition, the evaluation system should also reflect the differences, and should have corresponding focus according to the composition of the faculty, subject characteristics, and personal expertise of teachers.

### **2.3 Evaluation methods should reflect the characteristics of diversification and multiple planning**

The evaluation method should highlight the characteristics of diversification and diversification. There must be a unified standard and a different classification. The class is divided into various series according to the evaluation. The class combines the explicit and the implicit according to the needs, and the quantitative and qualitative combination stand up. The incomplete equivalence division cannot guarantee the evaluation effect of teacher ethics and style. Some schools have only professional titles and no professional title levels. This single division makes it difficult to reflect the role of teacher ethics and style ratings. Some colleges and universities classify grades as excellent, medium, qualified, and unqualified. Although this method of classification is more scientific than the above-mentioned methods, there is no definite reference basis for the actual level of teachers. The unqualified grades are mainly regarding whether there is any violation of discipline as the criterion, no in-depth inquiry has been made on whether the teacher's ethics and style are reasonable. The teacher evaluation system needs to be set up according to the requirements of each post, and the evaluation should be given in the corresponding post. It is necessary to respect individual differences and adopt diversified evaluation methods.

### **2.4 Strong execution of evaluation results**

Regarding the promotion of teachers' position, the evaluation of merits and other aspects must not violate the overall results of the evaluation of teacher ethics and style, and the advantages of evaluation and evaluation of teacher ethics and style should be reflected. Effectively apply the evaluation results to all stages of teacher development. The execution of the evaluation results must be strong, and it can be done by means of one-vote veto, or by means of points. To evaluate, it is necessary to generate evaluation results based on the evaluation system, and when results are available, they must be fully implemented. If the evaluation is only to deal with the form, the so-called evaluation has no meaning, and the evaluation

results cannot be used. Rewards and punishments for teachers must be strictly enforced, rewards and punishments must be clear, and specific to people, so as to encourage teachers to actively correct their own bad behaviors, reflect on their own teacher ethics, and actively assume their own responsibilities in future work. Pay attention the image of oneself. In addition, it is necessary to effectively implement the last elimination system to strengthen teachers' awareness of rights and responsibilities and service awareness.

### **2.5 The purpose of evaluation system construction must be realized**

Whether it is building a scientific evaluation system or highlighting the role of evaluation results, the final key point needs to be reflected in whether the evaluation can improve the level of teachers' ethics and teaching level. If the evaluation fails to achieve its goals, no matter how complete and detailed the evaluation system is, it will not work. To this end, in addition to paying attention to the construction of the evaluation system, the evaluation team should also focus on the rectification and improvement of the evaluation system after the implementation of the evaluation system. In view of the more common problems in the evaluation process, it should focus on investigating, exploring, and proposing targeted amendments to solve the problem comprehensively, rather than just find the problem and solve it.

## **3. Conclusion**

All in all, the construction of college teachers' ethics and style covers all aspects and is a systematic and complex task. In this work, the construction of an evaluation system is only a way, not a goal. Constantly solving the problems existing in the construction of teachers' morality and style in colleges and universities is the key point. To this end, major colleges and universities must recognize the importance of the construction of teacher ethics and style, and actively participate in the construction of teacher ethics and style, so as to enhance the level of teacher ethics and style construction.

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