

# Cultivation of Teachers' Morality of Primary School Normal Students in the New Era

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**Abstract:** Teachers' morality has experienced the development from ancient times to the new era. There are different requirements for teachers' morality in different times. In the new era, the Party and the state vigorously promote the construction of teachers' ethics, and have strict requirements for teachers' ethics in various schools. At present, teachers' morality is most closely related to in-service teachers, and teachers' morality also affects the growth and development of students. However, among primary school education normal students, the awareness of cultivating teachers' morality is weak. As the preparers of future teachers, primary school education normal students need to deeply understand the cultivation of teachers' morality of college primary school education students from the aspects of training status, influencing factors and solutions.

**Keywords:** Morality; Primary School Education; Influencing Factors; New Era

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## 1. Introduction

The long-term growth of the Chinese nation depends on education; the education in the new era lies in teachers. Teacher's morality refers to the professional ethics of teachers. From ancient times to the modern era, teachers' morality has early appeared and developed, yet failed to form a system, and the construction of teacher's ethics is shown in a range of policies. In 2012, The State Council proposed specific tasks and methods for how to enhance teachers' quality and address various problems in the teaching process. In 2013, the Communist Party and the state government formulated regulations for certain violations of teachers' ethics, in order to cultivate teachers' morality and great ideals, and build the faculty with superior professional skills and noble ethics. Since the 19th CPC National Congress, the state has developed the requirements for teachers' ethics at a deeper level aiming at high-quality, professional and innovative teachers that satisfy the Party and the people under the fundamental task of moral education.<sup>[1][2]</sup>

## 2. Current moral cultivation of primary school normal students

Under the guidance of pedagogy theory, primary school education normal students are competent for education, teaching, management and research in all kinds of education and management institutions through practice. Primary school education normal students in colleges and universities are trained to be preparers for future education and teaching. Hence, the cultivation of teachers' morality should start with normal students to help them establish an awareness of ethics. The current situation of teachers' morality among primary school education normal students can be embodied in the following aspects:

### 2.1 Theoretical requirements are more stressed than teachers' morality

The curriculum designed for primary school education normal students consists of educational research methods, primary school education management, curriculum theory, and so on. These courses mainly propose theoretical requirements for primary school education normal students, through which students can accumulate education knowledge, but there are few requirements for teacher's morality.

## **2.2 The pursuit of interests overpasses the occupation**

Since the release of the "double reduction" policy, off-school educational institutions have reduced subject teaching and training, while teachers from after-school educational institutions have turned to public schools, who will compete with normal students in colleges and universities. The advantageous geographical location and superior material conditions of large and medium-sized cities attract a great many normal students, especially the high salary in some first-tier cities for primary school teachers. In this process, normal students solely take this occupation as a means to make a living without a correct understanding of teachers' positions, or the awareness of teachers' morality.

## **2.3 The score is more focused than comprehensive quality**

Primary school education normal students are the preparers of future teachers, nevertheless, score-centered education is deeply rooted in their minds influenced by the traditional education ideas and environment. This requires primary school education normal students to develop the consciousness of comprehensive capability so that they can become all-around talents, rather than the output of high scores in the internship and future work.

## **3. Influencing factors of moral cultivation in primary school education**

Teacher's morality is composed of many aspects and is influenced by the following factors:

### **3.1 Personal quality**

Some primary education normal students have never been out of the campus, leading to inadequate comprehension and recognition of this profession. In the meantime, they tend to develop a utilitarian understanding of teacher influenced by unfavorable atmosphere in the society and frequent reports of the complex relation between teachers and students as well as their parents, which makes the profession of teacher become complicated. The traditional culture of "manners make the man" indicates the necessary requirements for personal morality, such context provides basic standards in the assessment of individual quality before work, personal quality is also a crucial factor for normal students, especially primary education students in their future career.

### **3.2 School education**

Primary education normal students are the object of education in school. However, in terms of the current normal education, there is more theoretical knowledge than the cultivation of teachers' morality. Normal students are supposed to abide by the requirements in the new era, actively learn the knowledge related to teachers' ethics, and cultivate the consciousness of morality, which make them adapt to the education development in the new era in future work.

### **3.3 Social practice**

The society's emphasis and attention to teachers, as well as the requirements for teachers' salaries have a certain impact on the career expectations and morality construction of primary education students. To this regard, the education internship, study and practice also provide a basis of practice. In this process, normal students can fully recognize their shortcomings and advantages, and cultivate teachers' morality which is suitable for students' development through communication with them in practice.<sup>[3]</sup>

## **4. The solution to problems in morality cultivation**

### **4.1 Improve the curriculum system with the guidance of morality**

## **cultivation**

The current primary education curriculum is given priority to subject courses, with emphasis on knowledge of normal education, <sup>[5]</sup>although some courses such as primary education management, child psychology, curriculum theory are supplemented on the basis of the "common" subjects (pedagogy, psychology and education method), the professional curriculum needs to be further integrated, and morality curriculum should be set for primary education with children as the focus, indicating the essence of cultivating students by virtue in primary school education.

Practical curriculum is an important step for primary school education normal students to develop in practice based on theory. In 2011, the Opinions on Vigorously Promoting the Reform of Teacher Education Curriculum mentioned the minimum 18-week learning time for educational practice courses. The practice includes three parts: internship, study and practice. Internship and study are to observe the class of in-service teachers, learn from their experience in communication, and put the knowledge into practice. Internship is to apply the knowledge that based on the previous learning and make progress accordingly. First, students who are under the guidance of the front-line teachers should keep close contact with the off-school teachers to solve difficulties in teaching. Second, primary education students can actively interact with students after school to increase their understanding of students and know their real demands. Finally, they can make full use of after-school delay service to tutor students and conduct activities together to strengthen communication with students.

### **4.2 Narrow the regional gap and raise the salaries of teachers**

At present, there is still a large economic gap between the eastern and western regions. As a result, massive primary education students prefer large and medium-sized cities after graduation. The teachers in the central and western regions, especially the western regions, are short in demand so that the students' learning level is hard to be improved, thus further affecting the development of local areas. In order to effectively address this problem, the General Secretary Xi Jinping proposed the policy on strengthening the targeted training of teachers in the underdeveloped central and western regions in 2021, and launched the "Special plan for superior teachers",<sup>[4]</sup> which will provide a large number of excellent teachers for the central and western regions and play a key role in gradually narrowing the regional gap. In addition to the policy, in recent years, the Party and the state have gradually paid attention to the salary of primary and secondary school teachers and have raised the salary of teachers around the country, which has had a substantial impact on the regional choice of primary school education normal students.

## **5. The prospect of teacher's morality in primary education normal students**

### **5.1 Construct teacher' morality guided by "cultivating students by virtue"**

"People with wide knowledge can be teachers, people with noble morality can be paragon", the role of a teacher has more requirements in this era of information, especially in the contemporary society where network courses are common. Teachers are under the impact of Chinese and Western cultures and Internet ideas, and the influence of diversification. Due to the increase of online teachers, many non-professional teachers make a profit in troubled situations with virtual images of famed professors on the Internet. As the saying goes, "teachers, who preach, teach and dispel doubts", it means that only the combination of profession and morality can be qualified as a teacher.

### **5.2 Enhance the demonstration of primary education students' ethics**

## **consciousness**

The era of information is full of impetuosity, some teachers obtain fame and wealth through online records and live broadcasts. Such thoughts and materials are tempting the normal students who have not yet stepped out of the school. The virtue in the traditional culture also seems to be forgotten, and the desire for money constantly shocks the most essential

pursuit of a profession. Therefore, teachers' morality should be included in the assessment, and an awareness of professional ethics should be established from the beginning.

"Teachers are the most glorious role in the world", but also the most laborious profession. Teachers are ordinary yet respectful. In the process of teachers' career, there could be various problems such as mental health, job burnout and so forth, which will affect the development of students as well. Under the thought of "cultivating students by virtue" in the new era, teachers should first enhance their professional identity and affirm their own values to avoid job burnout. In the meantime, teachers should continuously improve themselves through learning, constantly develop the professional abilities, and make more achievements in their career. The society shall carry out proactive publicity, provide timely reward for excellent teachers, and pay attention to teachers' psychological problems. Only with the cooperation of multiple parties, the thought of "cultivating students by virtue" can be better implemented in the new era.

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