

Harmonious Integration of Virtue and Artistry: Interpretation of Teacher Ethical Conduct and Professionalism in Private Universities

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Abstract: The phrase “ Harmonious Integration of Virtue and Artistry “ is an idiom that praises artists. If we extend and interpret it in the context of the ethical standards and teaching style of private universities, it becomes highly relevant and appropriate. This article analyzes the connotations of “ Harmonious Integration of Virtue and Artistry “ and relates it to the corresponding meaning of teacher ethics and style. By considering various factors, such as the quality of “ Harmonious Integration of Virtue and Artistry “ and the standards of teacher ethics and style, it explores measures for improvement, the importance of self-discipline, imparting knowledge to others, and cultivating teacher ethics and style, all within the context of private universities in the new era.

Keywords: Harmonious Integration of Virtue and Artistry; Interpretation; Private Universities; Teacher Ethical Conduct; Teacher Professional Standards.

1. The connotations of the integration of moral character and artistic talent

1.1 Interpretation of Harmonious Integration of Virtue and Artistry

The connotation of “ Harmonious Integration of Virtue and Artistry “ is a highly refined expression of the ancient wisdom regarding virtue and art. Its original meaning can be traced back to the “Guoyu, Zhou Language,” which states, “His virtue is sufficient to exude fragrance.” Additionally, in Xu Shen’s “Shuowen Jiezi,” he provided a profound explanation: “De refers to moral conduct, which is acquired from others and cultivated within oneself. It often refers to morals, character, and integrity. While Yi originally means planting techniques, it can also be extended to refer to skills, techniques, and arts. Xin means the fragrance that spreads afar.” “ Harmonious Integration of Virtue and Artistry “ refers to individuals who possess both excellent moral conduct and outstanding artistic skills.

1.2 The Dialectical Relationship between Virtue and Art

The Dialectical Relationship between Virtue and Art. Virtue serves as the foundation for one’s actions and is considered the primary aspect of human conduct. The ancients had many sayings that emphasize the importance of virtue, such as “ Virtue and talent should go hand in hand, with virtue taking precedence “ , “ Virtue is like the source of water “ , and “ Virtue governs the world “. They regarded virtue as being of utmost importance. The “Zizhi Tongjian” also states, “In the way of selecting officials, virtue should come first, followed by talent,” implying that cultivating one’s character and virtue is the foundation of being a person. Virtue is placed before artistic ability and is supported by virtue.

Therefore, the ancients said, “ Art reflects the character, and virtue comes before art “. For example, in the traditional practice of recruiting apprentices in the performing arts, teachers would first observe the moral character of potential students before imparting their skills. While artistic ability is essential for accomplishing things, if it lacks the depth and support of virtue, then art becomes like water without a source or a tree without roots. In the relationship between virtue and art, the emphasis lies in promoting virtue, but not at the expense of art. It also involves fully acknowledging the importance of art without neglecting virtue. This represents the dialectical unity between moral cultivation and artistic skills.

2. The Modern Enlightenment of “ Harmonious Integration of Virtue and Artistry “ on the Construction of Teachers’ Ethics and Professional Conduct

2.1 Interpretation of Virtue and Teachers’ Moral Character

Harmonious Integration of Virtue and Artistry is a phrase that combines the essence of ancient and modern times, integrating the profound moral and philosophical wisdom of traditional Chinese culture. It holds significant value in providing ideological enlightenment for the construction of teachers’ ethics, professional conduct, and the cultivation of students. When discussing the meanings of virtue and teachers’ ethics, virtue refers to moral conduct and can be understood in a general sense, while “ teachers’ ethics “ specifically refers to the relatively stable moral concepts, norms, and qualities that teachers form through implicit moral education, external motivation, and self-understanding during their educational careers. General Secretary Xi Jinping highly emphasizes the importance of virtue and urges that “teachers should establish moral integrity, educate students with morals, and contribute to the party and the country by cultivating talents with virtue.”

2.2 “Art” and Teacher’s Style

“Art” refers to artistic abilities, which are the energies that can be demonstrated and practiced through skills and performance, encompassing one’s personality charm and professional competence. On the other hand, “ Teacher’s Style “ generally refers to the way of teaching and enlightening others. In common cases, it specifically refers to the spiritual demeanor, temperament, and professional demeanor that teachers demonstrate in fulfilling their duties. It includes not only the teacher’s personal qualities, level, and personality charm but also their ability to handle the entire teaching process. From the above analysis, the relevant meanings of “Art” and Teacher’s Style are closely related to one’s skills, abilities, and knowledge.

2.3 Establishing the Dialectical Unity Relationship between Virtue and Art, and Teacher’s Moral Character and Professional Ethics, Actively Advocating “Dual Enhancement” and Implementation

As mentioned earlier, if “ Harmonious Integration of Virtue and Artistry “ is the highest praise for artists, then establishing a good ethical and professional conduct for university teachers, leading by example, being upright and learned, is the teachers’ pursuit of faith and the highest realm in the field of education. Therefore, in the process of strengthening the construction of teachers’ ethics and professional conduct in private universities, it is essential to firmly adhere to the concept of “ putting virtue first and educating with morals “. educate and guide teachers to establish teachers’ ethics, cultivate their professional spirit, nurture their professional style, and enhance their teaching capabilities. Firstly, it is crucial to cultivate teachers’ ethics. Strengthen the refinement of noble morals for teachers, continuously elevate their personal moral and ethical realm, and nurture teachers’ ethical qualities. Secondly, it is essential to educate with morals. The foundation of private university education lies in “ cultivating virtues and nurturing talents “. Teachers should not only impart knowledge but also shape students’ souls, constantly influencing and enlightening them with positive energy, nurturing and guiding students to harbor lofty aspirations, possess noble character, and excel in their abilities, striving to become outstanding pillars of national development. Thirdly, it is necessary to abide by self-discipline. Guide teachers to adhere to professional ethical norms, consciously develop habits of self-reflection and self-discipline, and resist any negative tendencies that may erode their conduct.

3. Confronting the urgency of building teacher ethics and professional conduct in private universities

As an important force in the rise of higher education in China, private universities are facing new challenges in terms of improving quality, changing demands, and intense competition. Strengthening teacher ethics and professional conduct, and cultivating a high-quality teaching faculty based on their advantages, are essential tasks to promote the healthy and rapid development of private universities. General Secretary Xi Jinping pointed out that the development of higher education should adhere to the socialist direction of running schools, closely focus on the fundamental task of cultivating virtue and nurturing talents, continuously reform and innovate in teaching and research, strive for excellence, and make new and greater contributions to the realization of the “Two Centenary Goals” and the Chinese Dream of great national rejuvenation. In the current context, incorporating the “double excellence” educational model into the construction of teacher ethics and professional conduct in private universities, formulating and effectively implementing enhancement measures, establishing and improving a long-term mechanism for teacher ethics development, implementing teacher commitments upon employment, strengthening education and training mechanisms for teachers, innovating the evaluation system for teacher job performance, and implementing a teacher ethics assessment system are of utmost theoretical and practical significance in deepening the implementation of the educational policies of the Party and the state, and achieving the goals of private university

education.

3.1 Establish a strong education mechanism for teacher ethics and professional conduct

Establish a robust mechanism for educating teachers on ethics and professional conduct. Based on teachers' daily behavior, formulate practical and feasible norms for teachers' ethics and professional conduct. Conduct continuous monitoring and observation, identify issues, and promptly engage in admonishing conversations to correct and provide warnings as needed.

3.2 Establish a self-assessment and institutional evaluation mechanism for teacher ethics and professional conduct

Firstly, conduct self-assessment of teachers' professional ethics and conduct. Guide teachers to self-evaluate their practice of ethics and professional conduct in teaching and educating students, enabling them to have self-awareness and clarity on areas for improvement. Secondly, establish a system of evaluating teachers' professional ethics and conduct. Develop evaluation criteria and standards, and incorporate assessment results into teachers' personal records. Integrate the assessment with processes such as job title promotion, recognition, and salary advancement to make the evaluation of teachers' ethics and conduct a regular practice. Additionally, establish a practical and effective incentive mechanism. Reward outstanding teachers to stimulate their enthusiasm for teaching and education, providing them with opportunities to showcase their talents. This ensures the retention of high-quality teaching staff and empowers them to be deserving of the title "engineers of human souls," which is crucial for advancing the level of education in private universities and achieving even greater success.

3.3 Implement necessary mechanisms for providing material support to teachers' lives

Establish a humanistic care philosophy, pay attention to the teachers' well-being, leverage the economic and competitive strength of private universities, extensively recruit talents, and attract them with generous benefits. Infuse warmth and affection to emotionally touch the teachers, providing them with psychological comfort and a sense of contentment. Nurture feelings of being cherished and cared for, eliminating any negative sentiments towards their employment. Cultivate a genuine love for the school, students, and the teaching profession, and conscientiously become role models for students to develop their character, acquire knowledge, innovate, and dedicate themselves to their country.

Educator Tao Xingzhi once said, "Virtue is the soul of a teacher." From this, we can understand that being morally upright is a highly comprehensive portrayal of the characteristics of a teacher and the highest requirement for modern teachers' personal conduct. In summary, both private and public universities shoulder the fundamental mission of fostering virtue and nurturing talents for the country. Therefore, to strengthen the construction of teachers' ethics and professional conduct in private universities, just like the evaluation and commendation of "Virtue and Art," a "dual-line" approach should be adopted to encourage and assess them. This will enable teachers in private universities to establish their integrity, teach with virtue, love their profession, and forge ahead, continually enhancing their sense of responsibility and mission in educating students. It will also lead to continuous improvement in their academic knowledge, personal qualities, and teaching skills, cultivating more high-quality talents to contribute to the country's economic development.

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