A review of research on teacher ethics in China in the past five years

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Abstract: In building a healthy and functional education ecosystem, the professional ethics of teachers highlight their fundamental and important role.As the cornerstone of society, education is not only a means of imparting knowledge, skills, and ideas, but also an important way to cultivate behavior models and values for the next generation.In this process, teachers, as disseminators of knowledge, shapers of values, and role models, undoubtedly hold professional ethics standards that have a profound impact on the growth of students, social progress, and the inheritance of civilization.

However, the professional ethics of teachers have become a sensitive issue that has frequently appeared in the public eye in recent years, with topics related to teacher corporal punishment, teacher tutoring, and teacher lying down constantly emerging.The reason for this may be due to the changes in interest relations and distribution methods during the process of social transformation, which have led to new changes in the relationship between the rights, living conditions, and moral responsibilities that teachers should bear.In recent years, various studies have been conducted on the new issues arising from teacher professional ethics, making it important to sort out relevant domestic literature.

This article uses (title='Teacher Professional Ethics') AND (publication time Between ('2019-01-01', '2023-12-29') as the search criteria and is searched in the Chinese language database of China National Knowledge Infrastructure.We searched 210 literature related to teacher professional ethics from January 1, 2019 to December 29, 2023.There are a total of 23 core journal articles with titles related to "Teacher Professional Ethics".Excluding 7 articles with book review nature, a total of 16 articles were used as the basis for conducting research and analysis on the professional ethics of teachers in the past five years.

Keywords: Teacher's professional ethics; Culture

I. Teacher Professional Ethics

Regarding the professional ethics of teachers, different scholars have provided different definitions. Fu Weili believes that the standards of professional ethics for teachers are issued by the state or the administrative departments of the education industry. Teachers should follow the values, basic principles, and behavioral rules when engaging in educational work.Emphasized the regulatory nature of national and industry regulations on teacher professional ethics.Shen Jiliang believes that the professional ethics of teachers refer to the sum of the behavioral norms and essential virtues that people engaged in the education profession should follow, which is a special manifestation of general social morality in the teaching profession.Dialectical analysis of professional ethics and personal ethics.This study believes that teacher professional ethics are the moral norms that teachers must abide by when engaging in the education industry.

II. Current research status in the past five years

1. Empirical research topic

Empirical research mainly includes the following three themes: evaluation, cultivation, and prediction.

Evaluation refers to the use of empirical surveys by researchers to analyze and investigate the professional ethics level of teachers, or to propose evaluation frameworks and develop evaluation scales.For example, Fan Yong et al. developed a new scale for evaluating the professional ethics of primary and secondary school teachers, and proved through verification that teacher professional ethics is a multidimensional structure composed of six factors: teaching and educating, loving the job, abiding by laws and regulations, caring for students, uniting colleagues, and respecting parents;Qian Xiaomin et al. evaluated teachers in the compulsory education stage using the middle-level concept assessment method and found that teachers in the compulsory education stage showed good professional ethics in three aspects: "caring for students", "cooperating with colleagues", and "uniting parents".

Cultivation refers to the exploration of methods and paths for cultivating teacher professional ethics by researchers in practical research. For example, Chen Liming used the qualitative content analysis method to analyze the professional ethics standards of teachers in the five countries, proposing to adhere to the characteristics and foundation of professional ethics standards for teachers in China, standardize the name, development path, organization of standardized content, standardized functions, and standardized ethical obligations.

Prediction refers to researchers discovering through practical investigations that certain elements have an impact and predictive effect on the professional ethics level of teachers.For example, Zhu Jing found through factor analysis and path analysis that teachers have certain differences in their internal professional identity and external attitudes towards curriculum development in terms of gender and teaching experience;Qian Xiaomin et al. used the middle-level concept assessment method and found that gender, teaching experience, and position of teachers can affect the development of their professional ethics cognition.

2. Speculative research topics

The speculative research on teacher professional ethics includes the following two themes: crisis of teacher professional ethics and strategies for cultivating teacher professional ethics.

The crisis of teacher professional ethics refers to the research conducted by researchers to analyze the current situation and internal contradictions of teachers in the face of increasingly prominent issues of teacher professional ethics.For example, Wang Zhen believes that the current practical difficulties faced by teacher moral construction include: teachers have cognitive biases;Contractization of teacher identity;Lack of educational responsibility among some teachers;The problem of insufficient professional norms for teachers.

The development strategy of teacher professional ethics refers to researchers facing the crisis of teacher ethics, analyzing the internal reasons, and proposing speculative development strategies or solutions.For example, Huang Kunqi et al. directly proposed a clear view that encourages but does not force teachers to pursue noble and perfect virtues, and that teacher identity should be humanized and professionalized in its natural state.

III. Discussion

1. Research characteristics

(1) Parallel empirical and speculative research

The main research directions include empirical research based on practical and practical issues, as well as speculative research that deeply considers the internal issues of teacher professional ethics.The latter provides guidance for the former to explore a way out, while research based on practice and practical problems also provides a practical basis for theoretical research.The two go hand in hand, providing practical guidance for the construction of professional ethics for teachers in China.

(2) More prominent research level

In terms of research subjects.This includes teachers from different disciplines as well as teachers from different age groups, including research on young teachers and research at the level of teacher trainees.

In terms of exploration paths, it covers both the exploration of teacher construction and the exploration of school systems, including stimulating the intrinsic motivation of teachers and external supervision of moral evaluation and supervision mechanisms.

(3) More diverse research perspectives

Research on teacher professional ethics is no longer solely focused on the morality of teachers themselves, nor is it simply accusing teachers of moral decline.A new research perspective points beyond teachers and pays more attention to exploring the objective reasons that lead to a decline in their moral standards.

This more diverse perspective, on the one hand, seeks truth from facts, which is conducive to practical problem-solving and long-term development of teacher professional ethics;On the other hand, it is also more in line with human nature.It is not only unscientific and unreasonable, but also inhumane to point all the pressure of moral decline at teachers.Negative moral accusations do not build a teacher's sense of morality and honor, but instead can easily lead to a negative side under immense pressure, resulting in a true decline in teacher professional ethics.

(4) Empirical research lacks reliability

Although the scope of literature review has been determined within the core journals, the included studies still lack a certain degree of rigor.Existing empirical research is based on reality and adopts various methods such as questionnaire surveys and interviews. However, many studies have not explained the research methods and process, and have skipped the research process.Some studies, as empirical research, do not conduct statistical analysis or qualitative research on the data.

2. Inspiration

(1) Strengthen the construction of teacher professional ethics from multiple aspects

Through the review, it was found that researchers have emphasized the construction of teacher professional ethics from various aspects. The construction of teacher professional ethics cannot only focus on teachers.On the one hand, it stimulates the moral sense of teachers from within, and on the other hand, it clears the moral barriers of teachers from outside.Starting from the cultivation of teachers, establishing comprehensive professional ethics training for teacher trainees, building social atmosphere, emphasizing education authorities, establishing school rules and regulations, and providing support for teachers.Building teacher professional ethics is a systematic project that not only concerns individual teachers, but also involves various factors such as teacher training institutions, social culture, education management departments, and school institutions.

Firstly, the construction of professional ethics for teachers should start with pre service education for teachers, that is, the cultivation of teacher trainees.Normal colleges need to establish and improve a professional ethics training system for teacher trainees, which not only includes moral theory learning in classroom teaching, but also includes internships, simulated teaching, and interaction with in-service teachers, so that teacher trainees can experience, reflect, and establish correct professional ethics concepts in practical scenarios.

Secondly, the cultivation of social atmosphere is equally important for the professional ethics of teachers.The whole society should work together to create a good atmosphere of respecting teachers and valuing education. Public media and social platforms should spread positive educational stories to enhance society's understanding and respect for the teaching profession.

The functions of the education regulatory authorities are indispensable. They should take on the responsibility of planning and guidance, regularly update policy guidelines related to teacher professional ethics, and ensure that these guidelines can be vividly

implemented in educational practice.

Schools, as the frontline of teacher work, play an irreplaceable role.Schools need to establish a comprehensive set of rules and regulations, from teacher recruitment to daily management, from teaching supervision to career development planning, all of which should consider teacher professional ethics as an important criterion.These rules and regulations should not only clarify rights and obligations, but also provide support and guidance to ensure that every teacher can receive necessary guidance and assistance at different stages of their career.

(2) Promoting development through evaluation rather than evaluating performance through evaluation

The field of educational evaluation has long realized that evaluation should not be a final result, but a generative development.This is also a problem that must be avoided in the framework of teacher professional ethics evaluation.Simple evaluation will only label teachers as problematic, and may actually affect their self-awareness, leading to a true moral decline.What we should develop is the developmental function of teacher professional ethics evaluation, allowing teachers to develop a metacognition of their own teacher professional ethics, and then adjust their emotions and strategies to develop their own professional ethics.

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