



A Study on the Construction of Morality Internalization of Young Teachers in Colleges and Universities

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Abstract: Young teachers are the main undertaker of teaching and teaching practice, who are the main promoter of educational activities in higher education. Influenced by diversified cultural values, the value orientation of young teachers in colleges and universities also presents a diversified development trend. By exploring the problems and countermeasures of the internalization of young teachers' morality, this paper gives the focuses on in-depth discussion from the aspects of realizing the internalization of teachers' morality, providing theoretical basis and reference practice for the construction of young teachers' morality in colleges and universities.

Keywords: colleges and universities, young teachers, morality internalization, morality construction

The report of the 18th National Congress of the Communist Party of China for the first time put forward "moral education" as the fundamental task of education. The report of the 19th National Congress of the Communist Party of China pointed out that to implement the fundamental task of moral education, "ability should be the carrier of virtue, and virtue is the commander of ability". Good morality is the basis for the all-round development of a new generation, As the most direct practice subject of the fundamental task of moral education, colleges and universities must strengthen the construction of teachers, improve the level of teachers' morality, enhance the sense of honor and responsibility of teachers, which is the only way for colleges and universities to practice moral education. They must strengthen the construction of teachers' ethics and cultivate high-quality teachers. In May 2018, General Secretary Xi Jinping stressed at a seminar with Peking University teachers and students, "In the overall quality of college teachers, the teacher's moral accomplishment is the most important and core part." The first standard for evaluating the quality of teachers should be ethics and style[1], which directly determines the level and ability of higher education. Therefore, strengthening the construction of ethics and style of teachers in colleges and universities is the key to the construction of high-quality teachers in the new era.

Young teachers are the main undertaker of teaching courses and the main promoter of educational activities in higher education because of their high academic background and broad vision. On the other hand, their affinity and strong vitality make them more favored by college students. The teaching words and deeds of young teachers will affect the growth and all-round development of contemporary college students, and the level of their teachers' ethics is directly related to whether they can accomplish the fundamental task of "strengthening moral education and cultivating people" and the great mission of "imparting knowledge and educate people". At the same time, influenced by economic marketization, globalization, social informatization and modernization, as well as the diversification and fragmentation of cultural values, the value orientation of young teachers in colleges and universities also presents a diversified development trend. The cultivation of young teachers' ethics urgently needs to be guided by the needs of the times and the scientific value system, and it is urgent to internalize the content and requirements of the construction of teachers' morality and the cultivation of teachers' ethics into the moral cultivation and behavior quality of young teachers.

There are many researches on the internalization of morality of young teachers in colleges and universities in China. The research topics are the connotation, orientation and necessity of teacher ethics internalization, the problems and dilemmas of teacher ethics construction, and the strategies of teacher ethics construction. This is of great importance to timely understand the current situation of the morality of young teachers in colleges and universities in the new era and their influence on the growth of college students, and is also the theoretical basis and practical support for colleges and universities to implement the fundamental task of moral cultivation by relying on young teachers. Therefore, it is of great theoretical value and practical significance to explore the problems and countermeasures of the internalization of teacher ethics of young teachers in colleges and universities.

1. Study on the connotation of the internalization of morality of young teachers in colleges and universities

As the core part of teacher quality, teacher's professional ethics is the sum of teacher's moral consciousness and activities, including but not limited to teacher's ideal, responsibility, attitude, discipline, conscience, style of work and honor. Different types of educational objects means different requirements for teachers' ethics educational policies and educational requirements. Mu Huitao believes that teacher ethics is the sum total of professional codes of conduct that regulate the complex relationships among teachers and students, teachers and individual teachers, teachers and collective teachers, teachers and parents, and teachers and society formed in the professional labor practice of teachers[2]. The Ministry of Education and the main units of education have developed relatively complete standards and assessment and evaluation systems for the construction of teachers' morality. Through a series of measures such as standards of teachers' morality, obvious results have been achieved in the construction of teachers' ethics. How to transform the norms of teachers' morality required by the society into the internal needs of teachers' individuals? That is to say, it is a key problem to be systematically solved to make the society and the needs of teachers become consistent through the internalization of teacher morality.

The cultivation of teacher morality is an internalized process. The subject of teacher ethics construction is individual teachers. Internalization of teacher ethics is the process in which teachers transform the professional ethics agreed by society into their own code of conduct and external constraints and requirements into their own moral qualities by strengthening self-cultivation and education. How does the effect of teacher ethics construction directly affect the growth and development of students. The moral internalization of college teachers refers to the teaching and education activities of college teachers through teaching. In each link of teaching and education, the conscious recognition of teachers' moral norms is gradually formed. It is a process of inspiring teachers' moral emotion, forming teachers' moral will, and finally making teachers' moral become teachers' self-consciousness and self-discipline consciousness. In the process of students' learning and interaction, it is a process of cultivating teachers' quality and forming teachers' personality.

2. Research on the problems and countermeasures of the internalization of teacher morality of young teachers in colleges and universities

The construction of teacher's ethics in China has a long history. Confucius's discourse on teacher's ethics can be seen in *The Analects of Confucius*, which brings great enlightenment to the teachers of later generations. The process of the internalization of teacher's morality is to change from otherness to self-discipline, and the value of morality lies in self-consciousness. Confucius especially emphasized starting from the self. In *The Analects of Confucius Wei Ling Gong*, "Require much from oneself and little from others", "Do unto others as you would have them do unto you" reflect the requirements of strict discipline, generous to others, putting yourself in the consideration of others, and also reflects teachers should be strict with the law and generous to others. In *The Analects of Confucius for Politics*, he described the process of his study and cultivation, "At 15 years old, I was determined to learn; at 30, I stood firm; at 40, I was no longer confused; at 50, I knew the destiny of heaven; at 60, I was obedient; at 70, I did what I wanted to do." It can be seen that in ancient times there had been a conscious awareness of the construction of teacher's morality, which reflected the history and importance of the internalization process of teacher's morality. It can be seen that in ancient times there had been a conscious awareness of the construction of teacher's morality, which reflected the history and importance of the internalization process of teacher's morality. Nowadays, the importance and requirements of the problems of teacher morality internalization are higher than ever before. In recent years, the Ministry of Education has issued *Several Opinions on Strengthening the Construction of Academic Ethics*, *Opinions on Further Strengthening and Improving the Construction of Teachers' Ethics* and other documents, putting forward specific normative requirements for the construction of teachers' ethics, which has had a wide and profound impact on the construction and research of teachers' ethics. Scholar Tian Guiping explained the problems existing in the current construction of teacher's ethics from the following five aspects[3]. 1) The highly unified goal of teacher's morality construction is divorced from the subject premise of teacher's ethics internalization. 2) Too rigid evaluation index of teacher morality weakens the motivation for internalization of teacher ethics. 3) Blind pursuit of scientific research indicators, ignoring the environmental training internalized by teachers' ethics. 4) The process of teacher ethics construction is eager for quick success and instant benefits, and the internalization of teacher ethics loses the foundation for long-term development. 5) The means and methods of moral construction are too old, and the effect of moral internalization is not good. Feasible plans and paths for the construction of teachers' morality are systematically and comprehensively put forward from the following six aspects of countermeasures. 1) Define the corresponding teacher ethics construction target level under the unified teacher ethics standard. 2) Establish a rigid and flexible college evaluation system, and internalize teacher

ethics into evaluation indicators. 3) Establish a good ecological environment of teachers' morality and provide a good atmosphere for the internalization of teachers' morality. 4) Strengthen the self-cultivation of teachers and cultivate their professional "conscience". 5) Strengthen the study of science and technology and cultural knowledge, to achieve moral and professional "knowledge and practice". 6) Improve the way of teacher's ethics construction, and realize the benign development of the internalization of teacher's ethics. The purpose is to urge teachers to truly internalize the requirements of teacher morality into self-discipline and transform them into self-discipline of teacher morality. Teachers, as processors, transmitters and disseminators of knowledge, become confidants, enthusiasts and guides of young students, so as to realize the benign development of the internalization of teachers' morality.

The system construction and action plan for improving teachers' moral level among colleges and universities are various in content and form. However, the imperfect assessment and evaluation system of teachers' ethics construction in colleges and universities also exposes the plight of the current level cultivation of teachers' ethics in China. For example, the evaluation and inspection of teachers' ethics are more superficial, and the way of promoting teachers' ethics construction is more short and quick, and the teacher's ethics training is more rapid. Entered the new era, activation of the construction of the moral standards of personalized hierarchical interactive equality trend of increasingly diversified, the traditional methods of promoting the teacher's ethics construction has lost its effectiveness. Therefore, combining the reality of teachers' work, to take teachers as the main body of spontaneous organization form, the development of the teachers happy way experience. The enhancement of interactive teacher's moral training is a good innovation.

3. Exploration on the path of internalization of teachers' morality for young teachers in colleges and universities

Internalization of teacher's morality not only helps to improve teachers' awareness of teacher's ethics, but also urges teachers in colleges and universities to fulfill their moral obligations consciously so as to realize the benign development and circulation of internalization of teacher's ethics. The construction of teachers' ethics in colleges and universities aims to internalize teachers' ethics, internalize teachers' ethics norms into teachers' self-moral requirements, and realize the transformation of teachers' ethics from inside to outside.

3.1 Deeply grasp the endogenous dynamic characteristics of teacher morality internalization, and effectively improve the construction of teacher morality

Many domestic scholars have discussed and studied the path of internalization and transformation of teacher morality. The author believes that it is a practical and feasible method to support and promote the construction of teacher morality from the aspect of internal motivation. Yang Juan took the endogenous motivation in the internalization of teachers' morality in colleges and universities as the breakthrough point. Combined with the construction needs of efficient teacher morality internalization, the endogenous power system of efficient teacher morality internalization should be constructed. In order to achieve the purpose of improving teachers' morality, cultivating university spirit and promoting harmonious development of universities, the endogenous dynamic system constructed by it includes the convergence domain of elements and the three elements of goals[4]

The construction of teacher's morality is a complex process with multiple levels and channels, which requires moral awareness and behavior at the level of mechanism, environment and individual. Some scholars have proposed that "introspection of teacher's ethics is the main method to awaken oneself", "self-shaping by practicing teacher's ethics is an effective way", and "taking the *Norms of Teacher's Ethics* as the goal". It is an effective way to realize the internalization of teachers' ethics from the perspective of endogenous motivation. According to the standards of teachers' ethics, teachers in colleges and universities carry out self-reflection, self-shaping, self-improvement and self-realization, and gradually form a relatively stable and positive cultivation and level of teachers' ethics.

3.2 Learn and comprehend Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, and open up a new path for the internalization of teachers' morality

Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era is an ideological guide to lead young teachers in colleges and universities to internalize their morality. The correct value orientation and rich spiritual connotation it provides can constantly improve the spiritual consciousness of young teachers and stimulate their emotional identity. The moral level of young teachers can be as follows. 1) Teachers should be equipped with the latest achievements of Sinicization of Marxism. 2) The socialist core value system can be used to embody the common socialist ideal of young teachers. 3) Carry forward and cultivate the national spirit and the spirit of the times as the main melody of the construction of young teachers'

ethics. 4) The socialist concept of honor and disgrace has become the moral guidance and action criterion for young teachers. 5) Pay attention to the physical and mental development of young teachers. 6) Strengthen the guarantee system construction of teacher morality internalization [5]. Through these six methods, young teachers in colleges and universities can realize the internalization of teachers' morality through a variety of ways, and effectively improve the level of teachers' ethics from the ideological to the action.

3.3 Give full play to the leading role of Chinese excellent traditional cultural values and grasp the new direction of internalization of teacher morality

Colleges and universities are the birthplace of culture as well as the important town of cultural communication. The moral accomplishment and cultural level of college teachers not only affect the moral level of students, but also affect the shaping and formation of campus culture, which plays a decisive role in the construction of harmonious and civilized campus and campus with characteristic culture. Through the analysis of the current situation of market economy and the background of the relative lack of teachers' morality in colleges and universities, Zhu Zhenghu put forward the form of moral category with the role of benevolence, justice, propriety, wisdom and faith from the core morality of the Chinese nation to construct an internalized system of teachers' ethics which not only has the characteristics of colleges and universities in the new era but also can fully reflect the scope of traditional ethics and morality in China[6]. In the process of shaping the ethics of young teachers, absorbing the essence of traditional culture and giving new content to reflect the morality of teachers under the background of the new era is an effective exploration based on the cultural deposits of China and the actual national conditions.

4. Conclusion

The internalization of the teacher's morality of young teachers in colleges and universities is the core requirement of the construction of teacher's morality in colleges and universities, which is of great significance to the improvement of the development level of higher education. At present, the moral level of young teachers in our country is generally in good condition, but there are also problems and deficiencies. The reasons for the differences in professional morality among young teachers include professional ideal, professional value orientation and assessment. Based on the construction of young teachers' ethics, We need to adopt the effective strategy of strengthening the internalization of young teachers' ethics in the whole staff, the whole process and the all-round three-in-one education so as to strive to build a team of young teachers with high quality, high level and high morality. As a result, to promote young teachers to complete the great mission of imparting knowledge and educating people, and promote universities to accomplish the fundamental task of strengthening moral education and cultivating people.

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