

# An Analysis of Teacher's Ethics Construction in Private Undergraduate Art College——Based on the Standards of *Big Master* in the New Era

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**Abstract:** Private undergraduate art colleges are important bases for cultivating artistic professionals with both moral and artistic qualities. The level of teacher ethics plays a crucial role in cultivating students' ideological qualities and aesthetic abilities. The philosophy of *Master* is an important guide for the professional development of teachers in the new era. According to the *Master's* standard, some private art undergraduate colleges need to improve their self-cultivation. In this regard, private art undergraduate colleges should strengthen ideological and political learning, improve the system of teacher ethics construction, innovate the practical forms of teacher ethics construction, and create an image of *Masters* with artistic characteristics, so as to build a strong country through education.

**Keywords:** master standards, private undergraduate art colleges, teacher's ethics construction

## Introduction

It was proposed that: "Strengthen the construction of teacher ethics, cultivate a high-quality teaching team, and promote the social trend of respecting teachers and valuing education<sup>[1]</sup>." However, private art undergraduate colleges are often exposed to have issues with teacher ethics, which has a significant negative impact on the reputation of the school and the cultivation of students. In this regard, private undergraduate art colleges should focus on guiding teachers to become *Masters* with artistic professional characteristics in the new era.

### 1. The standards of *Master* in the new era

The image of *Master* is the perfect unity of objective requirements of the new era and independent construction of educators in education practice<sup>[2]</sup>. At present, facing with the complex development situation at home and abroad, teachers of private art undergraduate colleges should firmly take moral education as the fundamental task, actively practice social responsibility and mission. The proposal of *Master* standard in the new era clarifies the requirements of teachers in terms of ideology, politics, and professionalism. Specifically, the *Master* standard mainly includes: (1) Great thought and feelings: to strengthen our commitment to our country and people; (2) Great virtue: to always persist in cultivating oneself with virtue, learning with virtue, teaching with virtue and continuously improve one's moral cultivation; (3) Great love: to love students and the campus and contribute wholeheartedly to the college development; (4) Rich knowledge: to possess solid professional knowledge, a pragmatic scientific spirit and a rigorous academic attitude, and establish the concept of lifelong learning; (5) Strong sense of responsibility: to proceed from China's realities and develop a global vision, care about national affairs, and consciously combine personal achievements with the destiny of the nation.

## **2. Overview of the construction of teacher ethics in private art undergraduate colleges**

In recent years, private art undergraduate colleges have begun to attach importance to the construction of teacher ethics. However, due to the unique characteristics of private art undergraduate colleges and their teaching staff, the effectiveness of teacher ethics construction is not satisfactory.

### **2.1 Characteristics of private art undergraduate colleges and teacher teams**

Private art undergraduate colleges generally have a relatively short running time, and many colleges are still in the intersection period of entrepreneurship and revitalization. While setting up basic principles and expanding the scale of education, they also face some important tasks such as upgrading the training mode of art talents, optimizing the school governance structure, and building a high-level college culture<sup>[3]</sup>. Meanwhile, they have limited funds, as the funds mainly come from tuition fees, which makes it difficult to meet the requirement for the artistic creation and teachers' development.

The majority of teachers in private art undergraduate colleges are young. Teachers are always underpaid, and their sense of belonging and happiness is weak, which results in a high turnover of the teaching staff. In addition, they have some other characteristics: First, they have a broad perspective, active mind, and talent of creativity. Second, a considerable number of teachers have long-term overseas study experience and are not familiar with the educational policies. Third, they tend to undertake social part-time jobs more frequently, such as opening art training institutions and participating in commercial performances.

### **2.2 Current situation of teacher ethics construction in private art undergraduate colleges**

At present, the attention from all sectors of society to the construction of teacher ethics in universities and colleges is unprecedented. Private art undergraduate colleges can also carry out school-based construction of teacher ethics, which includes: (1) issuing relevant regulations for teacher ethics. (2) carrying out regular activities related to construction of teacher ethics.

It should be noted that their documents formulated and the forms of activities fail to reflect the unique advantages of private art undergraduate colleges. There is still a large distance from the environment required to cultivate the *Master* of the new era, which is manifested in:

First, there is still a certain gap between the teachers' political literacy and the standards of *Master*. The ideological and political qualities of teachers in art majors show a weak cultural foundation. Some teachers lack ideological and political theory learning.

Second, emphasis should be placed on the construction of teacher ethics. The private art undergraduate colleges generally lack deep cultural accumulation, and have not yet formed a value system that has a profound impact on the moral choices and behavioral value constraints of teachers<sup>[4]</sup>. Also, the policy orientation of the entire college, which emphasizes scientific research, has led teachers to pursue scientific research results unilaterally while ignore the basic duty of teaching and educating.

Third, the construction of teacher ethics is lack of innovation. The main forms of teacher ethics construction in private art undergraduate colleges include holding lectures on teacher ethics, selecting typical teacher ethics, etc. The single promotion channels and stereotypical promotion forms also make it difficult to attract a positive response from teachers.

## **3. Optimization path for the construction of teacher ethics in private art undergraduate colleges**

The construction of teacher ethics is a comprehensive and long-term task. Private art undergraduate colleges should urge teachers to become *Masters* with the characteristics of art speciality.

### **3.1 Strengthening ideological and political learning**

Private art undergraduate colleges should organize regular study the latest Education Philosophy. Teachers with long-term overseas study experience should be given more attention. Also, solid ideals and beliefs must be established.

Young teachers should consciously integrate the ethics cultivation into the entire process of disciplinary development, classroom teaching and artistic creation.

### **3.2 Improving the ethics construction system and solidify the institutional foundation for cultivating *Master***

Colleges are the main body responsible for the construction of teacher ethics. They need to comprehensively strengthen the unified deployment and leadership of teacher ethics construction in combination with college history, teaching staff condition, and professional characteristics.

First, the mechanism for building teacher ethics should be perfected. The colleges need to set up a dedicated leadership group to guide the teacher ethics affairs. The leadership group should design a top-down system for the construction of teacher ethics in the entire college, and makes comprehensive consideration of factors such as the teaching environment, student condition, and teacher's personal demands.

Second, relevant rules and regulations on teacher ethics should be implemented. The rules and regulations can constrain the behavior of teachers and guide their behavior. Private art undergraduate colleges should clarify the professional requirements and contemporary duties of *Master*, and integrate them into teacher's ethics construction systems.

Third, a sound assessment mechanism for teacher ethics need to be improved. Private art undergraduate colleges should design a specialized assessment system for teacher ethics based on the characteristics of art teachers. The assessment system should include teaching style, academic ethics, etc.

### **3.3 Innovating the practice of teacher ethics, and create an image of *Master* with artistic characteristics**

Efforts should be made to innovate the practice of teacher ethics. Private art undergraduate colleges should enrich the channels for promoting teacher ethics and create an image of *Master* with artistic characteristics, which will make the construction of teacher ethics more prominent.

First, the practice of teacher ethics has to be innovated. Efforts should be made to avoid sermon forms such as lectures, instead, they can explore the connotation of teacher ethics through diverse artistic forms, such as drama, music, dance, and painting, we can create a realistic artistic image of master, imbue with ideological and emotional qualities.

Second, channels for promoting teacher ethics need to be enriched. In the new media era, private art colleges should use new carriers to open up a new front for the publicity of teachers' ethics. Colleges can use platforms such as Tiktok, or creatively use online exhibition halls and online concerts to showcase artistic works with *Master's* connotations to the public, enhancing the influence of teacher ethics promotion.

Third, a *Master* image with artistic characteristics should be created. The Chinese traditional art history highly emphasizes the unity of beauty and goodness. The image of *Master* with artistic characteristics should be: a pursuer and disseminator of truth, goodness, and beauty, who regards high artistic achievements and noble value pursuits as their life ideals.

## **4. Conclusion**

Those who foster virtue through education must first foster themselves and those who nurture the root and soul must first nurture themselves. Currently, with the rapid development of art business and the impact of diverse cultures at home and abroad, private art undergraduate colleges should recognize that the construction of teacher ethics is a long-term and systematic project. It is necessary to make a top-level design of teacher ethics construction, continuously strengthen ideological and political education for teachers, innovate practical forms of teacher ethics, create a good atmosphere for cultivating *Masters*, and better promote the high-quality development of private art education.

## **Conflicts of interest**

The author declares no conflicts of interest regarding the publication of this paper.

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