Research on the Realistic Dilemma and Reconstruction of Teachers' Value in the New Media Era

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Abstract: With the development of media technology, various new media are constantly emerging, impacting our social life and values. We have entered the era of new media, which puts forward higher requirements for the quality and ability of talents. The impact of new media on education is mainly reflected in educational form, teaching process, teacher-student relationship and teachers' value. The development of education is based on teachers. Teachers' value orientation directly affects the formation and development of students' world outlook. The research on the realistic dilemma and reconstruction strategy of the mainstream values of contemporary teachers will help to cultivate the healthy personality of students, improve the comprehensive cultural quality of teachers and promote the progress of social education. This paper mainly introduces the impact of the new communication environment on education and teaching, analyzes the real dilemma of teachers' values in the new media era, and gives a specific path to reconstruct teachers' values.

Key words: new media; teachers' values; realistic dilemma; reconstruction path

1. Introduction

In recent years, with the continuous acceleration of the modernization process and the rapid development of media technology, new media technology has been applied to various fields of social production. The way people receive information has undergone earth-shaking changes. The mobile Internet has immersed people in the new media environment almost all the time. Digital magazines, digital TV, desktop windows, and digital broadcasting have formed a new media form network, and a new way of information dissemination. The characteristics of large output capacity, wide range, fast speed and two-phase interaction will undoubtedly affect the development of the education industry. Mankind has entered the era of new media, the communication between people is no longer limited by time and space, and the way of information dissemination is undergoing profound changes. In such a state, human behavior and values will also change accordingly.

2. Changes in the Form of Education in the New Media Era

2.1 Knowledge production mode

In *Fluid Modernity*, Sigismund Bowman uses the concept of "liquid" to understand contemporary journalism and society, i.e. everything is not static and predetermined, but full of conflicts and contradiction. With the advent of the digital age, the dissemination of information presents a fluid and liquid mode. Knowledge is no longer static, but becomes a kind

of liquid information, and becomes more uncertain and complicated. The major new media platforms gradually devolve the power of knowledge production into the hands of the masses. Knowledge production is no longer mainly controlled by the elites, but is produced by the elites and the masses jointly on the new media platforms. As Simons stated in *Knowledge and Learning in the Internet Age*: "The masses are breaking the monopoly of knowledge resources by elites in the past, and facing the floating sea of changes, those who control knowledge are waking up." The rapid digitized knowledge production tools and dissemination vehicles have transformed the mode of knowledge production.

2.2 Changes in the relationship between teaching subject and object

The legitimacy of traditional education stems from the fact that teachers are the only source of knowledge. As the spokesperson of knowledge, teachers impart their expertise to students. The learning process is under the control of teachers and administrators while students are in a subordinate position. This determines that traditional teaching activities are based on a top-down process, in which teachers are knowledge providers, and teachers deliver knowledge to students with already designed and programmed courses.

The "teacher-centered theory" is represented by Herbart, who sharply attacked the idea of "nature education" produced during the Enlightenment period of the 18th century. He believed that "it is just a stupid thing to hand over man to nature, even to lead man to nature, and to exercise in nature". He vividly compared the natural nature of human beings to a big ship. If it could withstand all storms, it could only rely on the helmsman to guide its voyage according to the environment and direct it to its destination. For students, teachers played the role of the helmsman. He believed that the mental growth of students depended entirely on teachers' deliberate work and stereotyped guidance of teaching forms, stages and methods. To this end, he emphasized the authority of teachers very much, declaring that "students must maintain a passive state towards teachers".

Digital technology has weakened the authority of teachers--especially the authority that constitutes legitimate knowledge. Digital technology provides students with a wide range of knowledge sources, and when connected to the Internet, computers provide information from various sources available to the classroom. In traditional schools, teachers control the flow of information in the classroom, and the Internet provides a wealth of information beyond what teachers can possibly grasp. Therefore, when computers are integrated into teaching, teachers run the risk of losing their authority. At the same time, the media and communication together have fostered a kind of peer culture.

In short, the progress of technology has subverted the original teacher-student affiliation, the learner has become the main body of knowledge acquisition, and the teacher has been reduced to one of the sources of knowledge. The change of teacher-student relationship requires that teaching activities give way to learning activities, and students become the protagonists in the new educational environment.

3. The Realistic Dilemma of Teachers' Value Realization in the New Media Era

On the one hand, the development of technology and the accelerated transformation of society make the core values of contemporary teachers deviate. The advent of the new media era has exposed social problems to the public more profoundly and explicitly. The imperfect education system and the social polarization between the rich and the poor will inevitably affect teachers' views on their own life planning and career development. Due to the relatively low professional titles, short working hours, and no important administrative positions for young teachers in colleges and universities, their income is basically at the lowest level in school. Young teachers are in the era of sharp increase in room rate and prices, and the rapid growth of room rate and prices far exceeds the proportion of wages growth of young teachers. Their salary income only meets the basic living expenses, and they also face the pressure of life in various aspects such as providing for their parents and children. The pressure of life and the embarrassment of income often make them exhausted, and their life

satisfaction and happiness are low, which leads to the loss of teachers' professional ideals and value norms, resulting in the changes in educational behavior. In today's increasingly fierce competition in the market economy and the pursuit of material interests, some teachers will also turn their values into utilitarianism and individualism, which is one of the reasons for the rapid development of educational institutions and the vigorous industrialization of education.

On the other hand, new media technology has also challenged the status of teachers' knowledge transmission. Teachers have been reduced from the authoritative status of knowledge production and transmission to one of the channels for knowledge acquisition. Students can use the massive Internet to acquire knowledge and information, instead of relying on classroom teaching, so the subject-object relationship of teaching has changed. Teachers have changed from knowledge producers to knowledge builders, and from teaching managers to learning instructors. This prompts contemporary teachers to rediscover their own value in the new media era, identify and engage in identity construction.

4. The Path of Reshaping Teachers' Values in the New Media Era

Today, when education is gradually disenchanted by new media technology, there is a significant gap between teachers' professional ideals, the realization of their original educational aspirations, and the utilitarian social atmosphere and market competition. Teachers are the bridge of teaching and educating people and inheriting civilization. The core values of teachers not only affect the overall quality of education, but also affect the development of students' personality and the formation of world outlook, which requires teachers to "educate by example" and be a role model for students in order to educate and influence students with noble spiritual realm and moral quality. Huang Zhengping of Jiangsu Institute of Educational Sciences refined the core values of contemporary teachers into "loyal to education, caring for students, teaching and educating people, being a teacher, and rigorous scholarship"; Lu Zexing of Hebei University believes that the core values of teachers are based on loving the people. The starting point is to be loyal to school, love students, and be devoted to the career. These viewpoints summarize teachers' core values from different perspectives. It can be seen that the remodeling paths of contemporary teachers' core values mainly include mainstream value indoctrination, value reasoning, and their own value clarification.

Therefore, in the new media environment, we can summarize the reconstruction path of teachers' values into two directions: using new media to enhance the depth and breadth of teachers' mainstream values and the improvement of teachers' comprehensive quality.

4.1 Using new media to enhance the depth and breadth of teachers' mainstream values

Compared with the limitations of traditional media in time, space and communication subjects, such as newspapers, radio, websites, etc., the use of new media such as Weibo, WeChat, and APP is no longer affected by factors such as layout, time, and channels that cannot be selected. There is a greater role to play in reshaping teachers' mainstream values. The school management can use the new media platform as the main media, and use the huge amount of information, rich content and various forms to further enhance the identification of teachers' mainstream values. For example, teachers can be compelled to subscribe to the official WeChat public account and the official operating platform of Weibo, and teachers' identification with mainstream values can be strengthened through the combination of micro-video, audio, and text.

Schools with conditions can also develop independent APPs to achieve multi-platform education linkage promotion. In the environment of new media, information is easier to receive, save and forward, and the form of education is no longer restricted to a single text form, because new media has changed the traditional one-dimensional communication mode into new interactive communication mode, so that the subjectivity of the information audience is enhanced, and the interaction between the audience and the subject of communication becomes more obvious. For the main body of communication, the

information taste and psychological needs of the audience can be clarified; for the audience, the received content and method can be freely chosen.

Therefore, colleges and universities can better understand teachers' concerns and interests through the operation of new media to interact with them, and better understand how to strengthen teachers' recognition of mainstream values, which creates conditions for the precise promotion of educational content, and then enhances the pertinence and depth of teachers' mainstream value identification.

4.2 Improve their comprehensive quality and moral culture

The advent of the new media era has made the social environment, education and teaching environment and the relationship between teachers and students more complex. Teachers need to have higher ideological and cultural quality and professional ethics in order to adhere to mainstream values and reconstruct their own identity. Teachers are "disseminator of advanced culture, staunch supporters of the Party's governance and guiders for the healthy growth of students". Therefore, teachers should improve their comprehensive quality and moral culture to resist the torrent of the times. For example, in order to grasp the learning needs of students, teachers should actively learn information-based teaching methods, use various new media to innovate teaching models, reposition their teaching roles, and respect students in the new teaching environment, establish an equal and communicative teacher-student relationship, and give new connotations to the professional value and identity of teachers in the new media era.

In addition, teachers should actively practice socialist core values, promote truth, goodness and beauty, spread positive energy, and take morality education as the mission of education. Facing the complicated world, teachers must have enough concentration to resist all kinds of temptations, and cannot give up their conduct due to improper interests and excessive desires. No matter how the world changes, teachers have always been the role models in people's minds. This kind of beautiful social role expectation is extremely precious and should be cherished and carefully cared for, which cannot be lost.

5. Conclusion

With the rapid development of information technology, the new media represented by Weibo and WeChat have brought profound changes to the whole social life form. In such an environment, the construction of teachers' mainstream values is very important. Internet information is compatible and inclusive. It can not only obtain the latest and fastest information, but also receive unchecked and unverified spam information, which has an extremely negative impact on the value construction of young teachers in particular. As engineers of the human soul, the reconstruction of teachers' values is related to the professional development of teachers, the growth and success of students, and the progress of education, which is a long-term task. In the era of new media, this task is even more arduous. We need to constantly explore and summarize in practice, find an outlet to break through the real dilemma of contemporary teachers' values, reshape teachers' professional beliefs and lay a solid foundation for the future of education.

Conflicts of Interest

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

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