

On the Path of Young Teachers' Moral Construction in Colleges and Universities during the Information Age

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Abstract: Under the background of information age, the construction of young teachers' morality in colleges and universities is facing a number of problems, such as lack of sense of responsibility and mission for teaching and scientific research, lack of professionalism and so on. This paper puts forward countermeasures and suggestions for the challenges faced by the construction of young teachers' morality in colleges and universities from six aspects, that is, creating a strong social atmosphere, perfecting the supervision system, establishing and perfecting the assessment mechanism, strengthening training and exchange, enhancing the supervision of public opinion and improving personal morality cultivation. It is expected to provide reference for improving the morality of young teachers in colleges and universities.

Keywords: Informatization; Young Teachers; Teachers' Morality

1. Introduction

Teachers' morality, that is, teachers' professional ethics, specifically includes professional skills, concern for others and for themselves, cooperation with colleagues, a benign relationship with students, self-development and remuneration.^[1] The background of the information age has a great influence on the development of national education, the role orientation of teachers, the reconstruction of knowledge and the construction of teachers' morality.^[2] Young teachers in colleges and universities, as the backbone of teaching staff, have a great effect on college students no matter their thoughts, words or deeds. However, there are few achievements on how to strengthen the construction of teachers' morality in the information age. To this end, this is the significance of this study.

2. The moral problems of young teachers in colleges and universities

Under the background of the information age, the influence of teachers' morality transcends the limitations of time and space, having a more extensive and far-reaching impact on students and even society. The emergence of teachers' moral problems has greatly damaged the social image of teachers. Although relevant departments attach great importance to the construction of teachers' morality, there are still various problems at home and abroad.

2.1 Lack of sense of responsibility and mission for teaching and scientific research

For some young teachers, being a teacher is the last choice under the pressure of employment. Relatively fixed income makes these teachers lack enthusiasm in their work. In addition, young teachers in colleges and universities generally suffer from heavy teaching tasks^[3]. In addition to the pressure of professional title promotion, they have to face various assessments. What's more, there are abundant trivial things in work and life, which makes some teachers feel stressed and physically and mentally tired. This unhealthy state imperceptibly affects the physical and mental development of college and university students.

2.2 Lack of professionalism

Some young teachers lack correct understanding and understanding of traditional teaching methods. With the improvement of information technology, in order to save time and energy, some teachers directly use the Internet to download unmodified teaching plans and read them in class, which greatly reduces students' interest in class. In addition, there are inappropriate use of multimedia in the teaching process, which greatly affects the effect of teaching.

2.3 Obvious utilitarian

Some teachers have obvious utilitarian tendency, which deviates from the requirements of teachers' morality. On the one hand, some teachers tend to pay more attention to students who are familiar with themselves or obtain excellent grades, which is very unfair to other students; On the other hand, the advent of the information age provides great convenience for teachers to obtain additional economic benefits, driven by which some teachers write papers for others online. In addition, some teachers complete scientific research tasks by using other people's learning and research results without authorization. These academic misconducts are not conducive to the formation of harmonious academic atmosphere and discipline, as well as the improvement of education quality in colleges and universities by seriously destroying the reputation and image of college and university teachers.^[3]

2.4 More emphasis on scientific research but less on teaching

Teaching and scientific research are the "two carriages" of the work of young teachers in colleges and universities. However, some young teachers only regard teaching as completing tasks nowadays.^[4] In addition, teaching strength and potential are not easy to evaluate. The biggest opportunity for teachers' promotion and lifelong teaching mainly lies in scientific research achievements, not teaching ability, which leads some teachers to focus more on scientific research but ignore teaching.

3. Analysis on the Causes of Young Teachers' Moral Problems in Colleges and Universities

Social trends of thought and values continually affect young teachers who are in the vanguard of the times, followed by new characteristics and new problems. Understanding and grasping the current situation of young college and university teachers' morality is the inevitable requirement to improve their morality.

3.1 Impaired teachers' authority in the information society

The knowledge and information age has greatly impacted the knowledge-related authority of college and university teachers, which requires young college and university teachers to spend a lot of time increasing their knowledge and broadening their research vision. It inevitably contributes to the formation of some young teachers' thought of emphasizing work and neglecting morality. In addition, the career of young teachers in colleges and universities is usually a simple role transformation from students to teachers. Some teachers can not adapt to the role transformation quickly, especially when facing heavy teaching tasks and falling into difficulties due to lack of working ability, time, energy and experience.

3.2 Absence of the supervision system and department for teachers' morality

The government's imperfect supervision system of teachers' morality is an important reason for the imperfection of morality. Although there are quite a few policies and laws related to education in various countries, there is still a serious lack of supervision system for teachers' morality. On the one hand, the construction and supervision of teachers' morality involve a wide range of objects, and the existing organization construction mode and working mechanism of teachers' morality supervision can not realize the effective supervision. On the other hand, there are a number of overlapping functions among various departments of education management. At present, there is a lack of reasonable mechanism to coordinate the work between various departments, which is not conducive to the effective supervision of teachers' morality.

3.3 Lack of scientific evaluation system of college and university teachers

The evaluation mechanism of college and university teachers largely determines their development direction. At present, there are plenty of problems in the current teacher evaluation system of colleges and universities. For example, the social reputation evaluation of colleges and universities mainly depends on the employment of college students and scientific research achievements, which reduces the requirements for young teachers' morality to a certain extent. In addition, quantitative evaluation is paid much attention to, but the difficult quantitative contents of teaching and teachers' morality are often ignored, which seriously affects teachers' enthusiasm to improve teaching skills and moral cultivation. Finally, in the application of teacher evaluation results, too much emphasis is placed on short-term benefits, without paying attention to the stimulation of teachers' hidden potential and sustainable development.

3.4 Serious formalization of teachers' morality training in colleges and universities

Although colleges and universities regularly carry out morality training for young teachers, the training effect is not obvious. It is mainly manifested in simple morality knowledge education. Besides, the training contents are divorced from the reality of teachers' life, basically carried out according to the mode of knowledge and skill training. What's more, there is a lack of training evaluation. These weaken the actual effect of morality training to a certain extent, which is not conducive to the effectiveness and sustainability of morality construction.

3.5 The weakness of the Reward and Punishment Mechanism for the Assessment of Teachers' Morality in Colleges and Universities

At present, when assessing the morality of young teachers, colleges and universities do not fully take their personal moral behavior and daily performance as the focus of evaluation, and there is less strong punishment for teachers with unqualified morality. Although a large number of colleges and universities actively respond to the implementation of the "one-vote-down system", there is still a lack of specific evaluation standards in practice, coupled with the fluke psychology of young teachers, which leads to the infinite expansion of academic misconducts.

3.6 Inefficient self-cultivation for teachers

Some young teachers lack awareness of the importance of education and fail to fundamentally realize the far-reaching significance of education in national development and social progress, resulting in the lack of professional identity for education and the misconducts of teachers' ethics with wavering professional belief and weakening professionalism. On the one hand, some teachers can't resist the temptation of material and power, and gradually forget the essence of teachers as disseminators of civilization, so they do things against the requirements of teachers' morality; On the other hand, some teachers do not pay attention to improving their knowledge and cultural cultivation, and fail to meet the practical requirements of greatly accelerating the speed of knowledge renewal and dissemination in the context of the information age.

4. The Path of the Construction of Young teachers' Morality in Colleges and Universities

In the information age, the construction of young teachers' morality in colleges and universities is a long-term and arduous work, which requires the active cooperation of the whole society to jointly promote the improvement of young teachers' morality in colleges and universities.

4.1 Create a social environment of respecting teachers and valuing education

Creating a good social atmosphere is the basic requirement to strengthen the construction of young teachers' morality in colleges and universities. The social atmosphere of respecting teachers and valuing education plays an important role in promoting the improvement of young teachers' professional enthusiasm and work efficiency. Firstly, government departments should actively formulate relevant policies and regulations, strive to solve the problems faced by young teachers in colleges and universities in their practical work, and provide a fair competition environment for the development of young teachers; Secondly, it is necessary to increase the financial investment in education, appropriately increase the

capital investment to promote the all-round development of young teachers in colleges and universities, and carry out the teacher morality training project for young teachers to ensure the stable growth of education funds year by year. Thirdly, it is indispensable to vigorously publicize the advanced deeds of excellent teachers through social media, commend teachers with noble morality who love their posts and work hard, study rigorously and serve the society, and encourage more aspiring young people to join the ranks of college and university teachers; In addition, it is suggested to purify the public opinion environment, minimize the negative reports that damage teachers' behavior, and avoid the guidance of bad value orientation.

4.2 Improve the cultivation and supervision system of teachers' morality

It is requested to improve the organizational system of teachers' morality construction and ensure the smooth implementation of various policies and measures. First of all, we should improve the organizational departments of teachers' morality cultivation and supervision, and establish educational management organizations of teachers' morality construction and supervision at all levels; In addition, education management departments at all levels must straighten out the relationship between the rights and responsibilities of various departments. Especially in practical work, they should establish a leading group for teachers' morality construction led by teachers' morality management departments and participated by multiple departments. Further, they should ensure that teachers' morality management organizations can operate effectively and truly play the role of teachers' morality management.

4.3 Establish and improve the performance evaluation mechanism of information-based teachers

In the construction of teacher performance appraisal mechanism under the background of information age, the appraisal content should be attached importance to and the appraisal methods should be innovated. On the one hand, establish a relatively scientific and perfect assessment and evaluation mechanism of teachers' morality to promote the institutionalization and standardization of teachers' morality construction. Secondly, adopt the evaluation model with multiple subjects. For the evaluation of young teachers' morality in colleges and universities, the following four aspects should be involved including student evaluation, leader and expert evaluation, peer review and self-evaluation. Finally, colleges and universities should normalize the work of teachers' moral evaluation, increase the proportion of teachers' moral evaluation in teachers' evaluation, establish teachers' moral evaluation files, and take the evaluation results as a rigid index for young teachers' job evaluation. Young teachers with outstanding morality in their daily work and life shall be commended in time to set up models, play an exemplary role, and give priority to professional title evaluation and excellence evaluation; Criticize and educate young teachers with poor professional ethics. In serious cases, the "one-vote-down system" shall be adopted in the evaluation of professional titles.

4.4 Strengthen teacher training and exchange with network resources

"Educators must be educated first".^[5] In the context of information age, it is not only necessary to further improve the traditional teacher training and communication system, but also actively use network resources to update teachers' knowledge and teaching ability in time. First, colleges and universities should establish a routine learning system of teachers' morality, hire relevant experts and scholars to teach and share teachers' professional ethics, and improve young teachers' scientific understanding of teachers' ethics. Secondly, colleges and universities should organize teachers' experience exchange meetings and organize teachers of different ages to exchange problems and teaching experience in the teaching process, which is not only conducive to enhancing the communication and cooperation between teachers, but also conducive to the common progress of teachers. Finally, colleges and universities should innovate teacher training and learning methods, make full use of information media, enrich the types and methods of learning, and actively promote the construction of teachers' ethics by organizing teachers to watch videos and hold video learning meetings.

4.5 Strengthen public opinion supervision by means of informatization

In the construction of teachers' morality in the information age, particular attention should be paid to the supervisory role of public opinion. On the one hand, unblock the channels of social public opinion supervision, and actively publicize the ways and methods of teachers' ethics supervision to the society through setting up teachers' ethics supervision columns and teachers' ethics supervision hotline on the network, so as to improve the initiative of social public opinion supervision of teachers' ethics

construction; On the other hand, standardize the supervision of public opinion, especially guard against network violence. Improve the relevant public opinion supervision system, promote the orderly supervision of public opinion, and provide exogenous force for effectively promoting the construction of teachers' morality.

4.6 Strive to improve personal ethics

In the information age, teachers can receive more diverse information, temptations, and more complex comments. Young teachers should adhere to teachers' professional ethics and improve their own cultivation of teachers' ethics in a complex society. First, they should improve their understanding of professional responsibility and mission, and earnestly shoulder the important task of teaching and educating. Secondly, they should take the initiative to improve themselves and improve their professional quality and ability. They should not only have excellent professional knowledge, but also understand the law of education and impart knowledge to students in the most effective way. Finally, teachers should establish harmonious interpersonal relationships and actively serve the society, take the initiative to establish an interpersonal relationship of mutual respect, cooperation and mutual assistance with leaders and colleagues, commit to teamwork, jointly achieve educational and academic honors, and cooperatively maintain a pure campus education environment.

5. Conclusions

The background of global information not only brings opportunities for the construction of teachers' morality and ethnics in colleges and universities, but also leads to new challenges. Under the new situation, colleges and universities should not only inherit and carry forward the fine tradition and style, but also adapt to the requirements of the new era, strive to innovate and jointly write a new chapter in the development of higher education in the information age.

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