

Analysis on the Content and Method of Teachers' Moral Education

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Abstract: Teacher morality is the ethical norm and code of conduct that teachers should follow in engaging in professional activities. To strengthen teacher education is of special significance to teachers. The article explores the contents and methods of the cultivation of teachers' morality, and puts forward the contents of the teacher's moral cultivation from the four aspects of professional intention, professional norms, professional emotions, and cooperation spirit of the teacher's moral education, and proposes learning methods, models, and self. The four methods of anatomy and caution and independence are designed to provide reference and reference for the cultivation of teachers' morality.

Keywords: Content, Method, Teachers' Moral Education

1. INTRODUCTION

In the past 100 years, education has been the basis of education. Teachers are "engineers of the human soul." We use any beautiful language to praise teachers. This profession cannot be overemphasized. This shows that teachers are in the people's minds. Teachers as "engineers of human souls" must not only teach good books, but also cultivate good people. They must be teachers in all aspects, especially in advocating the full implementation of contemporary education policies, strengthening moral education, and focusing on cultivating students' innovative spirit and practical ability. To promote quality education in an all-round way and to create socialist builders and successors who have ideals, morality, culture, and discipline in their all-round development of morality, and body and beauty, the cultivation of teachers' morality has become the task of every teacher.

2. THE MEANING OF TEACHER MORALITY

Teacher professional ethics, referred to as "teacher morality" for short, refers to the ethical norms and code of conduct that teachers and all educators should follow when engaging in educational activities, as well as the quality, sentiment, and moral concepts that are compatible with their profession. He is a special embodiment of the general social morality in the teacher profession and plays an important role in the quality of teachers. The teacher ethics are mainly composed of eight factors: teachers' occupational ideals, teachers' professional responsibilities, teachers' professional attitudes, teachers' professional discipline, teachers' professional skills, teachers' professional conscience, teachers' professionalism, and teachers' professional honour. Teacher professional ethics is one of the important components of the moral system of the

Chinese nation. Because of the special nature of educational activities, the professional ethics level of the teaching staff is not only a reflection of individual moral training of teachers, but also a reflection of the moral level of the entire society. It will exert a subtle influence on students, and teachers' morality is therefore highly influenced by society.

Teacher morality is the ethical norm and code of conduct that teachers should follow in engaging in professional activities. The cultivation of teachers' morality refers to the teacher's conscious cultivation of moral education and continuously raises his level of teacher morality in his activities. The essence of teacher's moral education is that teachers personally consciously translate the professional ethics norms and requirements that teachers jointly observe into the individual professional moral qualities of teachers. Strengthening teacher education is of special importance to every teacher.

3. THE TEACHER ETHICS IS THE CODE OF CONDUCT FOR TEACHERS

Any occupation in social life has its own moral concepts and moral standards, namely professional ethics. It is the basic rule for dealing with various relationships in professional activities. Teacher professional ethics is the rule that teachers deal with all kinds of relationships in education and teaching activities. It is expressed as the more stable moral concepts and behavioral norms that teachers form in the process of education and labor. It is a code of conduct for teachers to regulate the relationship between teachers and students, teachers and society within the scope of their professional activities. What attitudes and attitudes teachers have in their labors will directly affect the formation and development of young students' moral qualities, and affect their physical and mental health. The Russian educator Ushinsky said: "The personal example of teachers is the most useful sunshine that cannot be replaced by anything else." He also pointed out that "teachers' moral qualities will affect the spiritual growth of young students." The influence is an educational force that cannot be replaced by any textbook, any moral rumors, or any punishment and reward system."

While teachers are imparting knowledge to students, they also shape the soul of students. However, in the process of shaping students' souls, teachers do not use labor tools to process labor objects like other material production departments, but use their knowledge, talents, and wisdom to influence students and shape their souls. It is this nature and characteristics of teachers' professional

activities that require teachers to have good moral cultivation. The famous Czech educator Comenius once said: "Teachers should be excellent figures with outstanding morality." Lunacharsky, a famous educator in the former Soviet Union, also believed that "teachers should embody human ideals in themselves." Teacher's Moral cultivation determines the level of teachers' education and determines the quality of personnel training. In addition to the teacher's cultural accomplishment and knowledge cultivation, this strength comes from the teacher's professional moral cultivation, that is, teacher's morality. Teachers' professional moral cultivation is a kind of invisible educational power that is deep in depth and hidden behind their knowledge. When this power is exerted to exert influence and influence from the teacher's heart, it is not only for the students to study at school. It will have a positive educational impact during the period, and more importantly, it will have a positive impact on the student's social life process in the future. The significance and value of this impact have exceeded the school-wide space and the student's time at school. The influence of time and space, therefore, teacher ethics is an important part of the professional culture of teachers. Its mission is consistent with the fundamental purpose and internal spirit of the professional culture of teachers. Teacher morality is also generated and developed in the systemic movement of teachers' professional culture, and has always played its full function as part of the overall movement of the teacher's professional culture system. Therefore, the realization of the virtue of the teacher morality is manifested through the value of teacher morality. . Specifically, it is the validity, rationality, and loftiness of the teacher-ethical behavior determined by a certain moral relationship. At the same time, it is the realization of the value content and the moral essence of the self-recognition of the teachers' professional groups and individuals. It is not only the concrete manifestation of the two-way movement of the externalization and internalization of the teacher's belief in self-commitment, but also the specific process of changing the teacher's moral possibility into the reality of the teacher's morality. Therefore, teacher morality is the sum of moral qualities, moral cultivation, moral orientation, and ethical behavior that each person who is engaged in a teacher's occupation or will be engaged in a teacher's occupation is the moral state of the subject's self-expression in the teacher-ethic relationship. On the one hand, it reflects the status of individual teacher moral values, and on the other hand, it reflects the overall level of teacher moral values. This shows the relationship between individual and class in the process of professional activities and career development. The nature of the relationship between individuals and classes shows what kind of moral personality. At the same time, teacher's moral personality is the result of the individual's understanding and intention of class and self essence. The individual recognizes the nature and self-essence of the class in what meaning and level, and he will pursue and realize his own moral personality value in what sense or level.

The role of the moral personality of the teacher is to enable the individual to be in an effective relational state in the same kind of communication. Therefore, the conscientiousness, individuality, and idealization of the moral personality of the teacher is a concrete sign of the degree of achievement of the moral personality value of the teacher. . Therefore, the true form of the moral personality of the teacher is that the subject of morality can realize that he is the goal of moral realization, and in the concrete moral behavior, he achieves self-determination, self-responsibility, self-respect and self-realization.

The professional characteristics and nature of teachers determine the teacher's role as a model. Therefore, teacher morality is not only a normative requirement for teachers' individual behavior, but also an important means for educating students. It plays an exemplary role in teaching and learning. The quality of teacher morality plays a role in the student's mind and affects students' learning. The growth of the period even affects their life. Therefore, every teacher must strengthen the cultivation of teacher ethics.

Teachers are the executors of the national education policy. They are the communicators of basic knowledge and are the guide for students' morality. Teachers must have good moral cultivation and professional quality in order to fully implement the party's education policy. Now, our country's education has entered the world's advanced industries, and the education system should also transition from exam-oriented education to quality education. To make our country's quality education truly meet the needs of society, teachers should first change their previous practices, earnestly care for and protect every student, be loyal to the party's education, and have good qualities and silent dedication. According to the child's specialty, interests and hobbies to guide students to be a qualified person first, to be a socially useful person, in order to put students into moral, intellectual, physical, and aesthetic development of all-round high-quality talent.

The formation of a teacher's morality will make the school's moral education work advance by leaps and bounds. The merits and demerits of a school depend on the construction of teachers. Teachers are the vitality of a school's education work. It is necessary to make the work of the school invincible, and it is recognized by the society. Norms are very important. Therefore, love, dedication, dedication, and dedication, the teacher's professional ethics require a good team of teachers, will promote the development of the school, in order to make the school exist, will enable qualified talented people. With the improvement of the school's reputation, it is possible to win the trust of the people and win the trust of the community.

4. THE CONTENTS OF TEACHER MORAL EDUCATION

The Central Committee put forward three conditions for our teachers: "First, we must have relatively profound knowledge; Second, we must carefully study and master the education science, understand the laws of teaching,

and carry out teaching and education according to the laws of education; There are noble moral qualities and lofty spiritual realm that can serve as a guide for the people." These three points indicate the direction of how to build the teaching staff, and at the same time reveal the basic content of teacher moral education.

Devotion to education and teaching and educating people are the professional aspirations of the teacher training. The core of the education is the loyalty to the people's socialist construction of education and the cultivation of high-quality talents. This is the highest and concrete embodiment of teacher ethics training. Therefore, it requires every teacher to have selfless professionalism, untiring exploration spirit, rigorous academic spirit, school-going love school spirit, and diligent public servant spirit. Only in this way can we not be seduced by the "rights and money" in the market economy, and be loyal to the educational undertakings of the people.

Leading by example, being a teacher is a professional norm in teacher training. Its core is that the school has no trivial matters and educates everyone; teachers have no nonessential, and teachers at every level must not only spread knowledge and skills, but also pass words and deeds, subconsciously from the mind. Morality affects students and makes them become people with noble moral character, good professional ethics, strong will quality, and a high sense of socialism. Teachers should strictly dictate themselves from time to time and everything, purify their own language, beautify their own behavior, and improve their own image so that they can truly become models of student learning and emulation.

Teachers need to win the love and respect of students, rely on noble morality, and give students sincere love. Emotional charm often shines in the moment of teaching and it is difficult to forget. Because the most important thing in the world is the true feelings, students should be guided by good feelings, trust in them, and respect their personality. The student's mistakes and shortcomings can not be sarcastically, satirical, reprimanded, and more can not be punished on behalf of teaching. At present, some regions and schools have introduced "teacher taboo language" and "biological taboo language," and put forward the most basic requirements for teacher morality. Education is the cause of the country. It is the cause of everyone and cannot be accomplished by the efforts of individuals alone. Each teacher should and must be united with the surrounding colleagues to cooperate closely with each other to create a career. This is a symbol of the development of teachers' ethics. To this end, it is necessary to abandon the old customs that "literature is lighter" and to learn from the surrounding teachers humbly, take the best of others, and make up for their shortcomings.

5. WAYS TO STRENGTHEN TEACHER ETHICS TRAINING

The cultivation of teachers' morality is mainly achieved through this person's cultivation. Although each teacher's moral education method is not the same, I think there are common points in these four aspects.

To learn the "Education Law" and "Teacher Law," the

two laws that have been issued by China have put forward new and higher requirements for the quality of teachers, and have made new standards for the work and behavior of teachers. Teachers can only learn well. This "two laws" and the careful implementation of these "two laws" can only help one's own morality to a new level.

In the teacher's moral cultivation, there are many contents for teachers to study, but the most basic is that teachers need to study Marxist theory and a series of theories formed by the new development of Marxist theory in contemporary China, such as Deng Xiaoping Theory and the "three represents." Only by earnestly studying these theories can teachers master the scientific world outlook and methodology, establish a correct outlook on life and values, and can fundamentally clarify the direction of teacher moral education. Teachers also need to study the professional ethics of teachers, make connections between their existing moral standards and moral requirements, realize the assimilation of professional ethics requirements, and transform these external norms into self-conscious recognition. In addition, teachers should consciously learn the excellent qualities of advanced model characters and sublimate their own moral standards. To learn advanced model characters is to use them as an example, use their sense of professional responsibility and ideological realm to check and compare themselves, dare to discover and recognize their own shortcomings and deficiencies, and overcome and correct them.

Learn from exemplary teachers. In the 21st century, given the glorious and arduous task of teachers, we must follow the example of "beautiful teachers Zhang Lili" and take such exemplary teachers as teachers, take root in educational undertakings, carry forward the spirit of silent cultivation and selfless devotion, conscientiously resist the temptation of bad thoughts, purify the mind, and do a good job of teachers.

When the teacher moral behavior of a certain young teacher in a university is outstanding, then this noble quality will have a profound influence on the entire teacher group, prompting the moral character of the teacher group to become better and better, and the entire teacher team will become better. It will have an active reaction to the members of the teacher group, promote the gradual improvement of the moral character of the teachers, and produce exemplary role. Schools should make good use of the mass media, vigorously commend outstanding young teachers through television, radio, and the Internet, and promote their successful teaching and educating experience so that young teachers can recognize the importance of educating people. The use of example learning methods has a significant role in promoting young teachers in colleges and universities. This is because it helps them to establish their goals in their careers when they first joined the work, and it is a powerful driving force for the improvement of their moral integrity.

Strengthen self-dissection. People are self-knowledgeable, and those who are self-explanatory are bound to progress faster, while those who are unclear are

bound to self-style. As a teacher, he often asks himself, in what respects does not conform to the principles, norms, and requirements of the teacher's morality, so as to consciously self-train, self-reform, self-exercise, and seriously self-critical. Only in this way can we make our own teacher morality a new step, and be a teacher and teacher, both teaching and educating people. Looking from the training of teachers' morality, if a teacher can't correctly evaluate himself and correct his position, he can't talk about self-education. To use high standards to strictly meet oneself to know oneself, to discover problems is not the purpose of the teacher's moral training. Only after this time can we propose new goals for ourselves and work hard to change the status quo. Only in this way can we really improve the morality of teachers. Leaving aside his own high standards and strict requirements, it is meaningless for anyone to know himself and dissect himself. The cultivation of a teacher's morality can only be a matter of course.

We must "carefully and independently." "Criticity and independence" means that individuals can remain cautious and observe moral principles when they are alone. Each teacher must at all times emphasize the cultivation of the teacher's morality, and the person before him must strictly ask himself. Whether preparing lessons, attending classes, or coaching students after class, the teacher's work is relatively independent. The energy and effort it consumes are difficult to calculate, and its scalability is very large.

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6. CONCLUSION

In short, strengthening the cultivation of teachers' morality is the most important part of teacher cultivation. It is always remembered and never relaxed. Only in this way can we develop our students into socialist builders and successors who are all-round development of morality, intelligence, body, and beauty.

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