

Problems and Reflections on the Professional Morality of Teachers of University in Internet Plus Era

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Abstract: With the further development of the Internet era, challenges arise concerning the professional morality of university teachers. For example, the new online education teaching model modestly impacts the quality of teaching. The emergence of communication tools has brought two extremes to the teacher-student relationship. An imbalance exists between regular and part-time teaching work. This paper analyzes the existing problems in the Professional morality of some university teachers and proposes three suggestions: establishing scientific and effective evaluation system and integrating network ethics into school regulations, fostering the Internet awareness among university teachers while aiming for the ideals of an "Outstanding Teacher" and a "Premium Course", improving teachers' understanding of the rule of law and contributing to the completion of the legal system in society.

Keywords: Internet Plus era, teachers of university, Professional morality

1. Introduction

The professional moral cultivation of university teachers refers to the professional moral qualities formed and the professional moral realm achieved by university teachers in the self-exercise and self-transformation of moral consciousness and moral behavior [8]. In the Code of Professional Ethics for Teachers in Colleges and Universities, it is first mentioned that the professional ethics of teachers of university are divided into six important aspects: patriotism and observance of laws, dedication to work and love for students, teaching and educating people, rigorous academic attitude, service to society, and being a model for others.

With the quick global economic integration paces, internet plus era is increasingly presenting two important characteristics in information exploded rapid speeding, which also puts forward new requirements for the professional ethics of higher education teachers as well [1]. Because of the outbreak of COVID-19, the teaching mode of colleges and universities is also facing a new change from the traditional offline classroom to the multimedia online classroom. In the post epidemic era, this study carries even more epoch-making significance.

2. Problems in the professional moral cultivation of university teachers in the internet plus era

2.1 The new online education teaching model modestly impacts the quality of teaching

The online teaching mode has weakened the teachers' preparation and requirements for their attitude, syllabus and plans. Some teachers even do not teach according to the content of the lesson plan in the classroom, but use the attitude of "improvisation" to teach students which is irresponsible and casual. Sometimes there are teachers chatting in the online classroom or taking up teaching hours with online self-study, which leads to a decline in the quality of class teaching. In the Internet era, if teachers do not update their teaching content and methods in time, they will still use the same old lesson plans and materials. There are also some teachers who rely too much on network resources and utilize the existing network courseware to carry out teaching, lacking the initiative and independent innovation in teaching [2]. Teachers' professional burnout feeling is increasing because of over-reliance on existing courseware and lack of face-to-face communication with students.

Some of the Massive Open Online Courses paid too much attention on interest while not enough on knowledge. Teachers and students are in the impatient era of fragmented reading. As an important part

of online teaching, MOOC should resist the flamboyant academic atmosphere and effectively spread academic knowledge. Nowadays, students can access courses from all over the world with just one click on their computers, and it is also more convenient for them to learn by comparing courses and courses. Therefore, higher demands are placed on teachers' teaching skills and the quality of classroom instruction.

2.2 The emergence of communication tools has brought two extremes to the teacher-student relationship

The continuous development of social media has further enhanced the emotional connection between teachers and students, blurring the boundaries of the teacher-student relationship. With the increasing using frequency of WeChat, QQ, Weibo and other communication tools, the teacher-student relationship has been further transformed from the original superior status of the teacher to a more equal relationship. Earlier, teachers and students could only meet in the classroom, but now they can chat and video anywhere, anytime just by using social media or communication tools. Tapping on a teacher's or student's circle of friends allows them to check each other's living conditions and emotional status. In this case if students or teachers do not grasp the scale, the distance between the two continue to draw closer. The intimacy of the teacher-student relationship will also continue to get closer [3].

Emotional feedback and knowledge feedback are relatively lagging in online teaching. Although it is said that teachers and students can communicate with each other in real time through cameras and microphones, there is no way for teachers to observe the real reaction of students at the first time. Teachers and students are thousands of miles away from each other on the computer screen, and the original teaching and testing methods have been affected by the impact of the convenience of the Internet, and teacher-student interaction has been reduced. At the beginning of the course, it is difficult for students to quickly integrate into the classroom so that the atmosphere is not so enthusiastic. In the face of teacher's questions, some students are not willing to open the microphone, and teachers even need to call the students several times before they will answer. On the whole, the teacher-student interaction in the online hearing and listening class is greatly reduced compared with the offline class, and the teachers said that the online class was "awkward" and "had poor interaction". The students' learning autonomy is greatly challenged, and each lesson is more like a task challenge, then a huge gap between the teacher-student relationship is created.

2.3 An imbalance exists between regular and part-time teaching work. Some teachers using the Internet to get low-quality theses and degrees.

With the continuous development of the Internet, the convenience of online part-time work has further increased. The issue of online part-time work of university teachers has become more widely disputed in the society [6]. On the one hand, teachers should not engage in a second career. On the other hand, the positioning of teachers in Private and public school has become more ambiguous, it is appropriate to use their time outside of work to do part-time job as an ordinary employee. Especially now that Internet education has broken through the limitations of time and space, online education has become one of the indispensable components of education. Teachers need to take on part of the administrative tasks under the already heavy burden of offline teaching tasks and research tasks. How to balance these tasks without affecting one's own work has also become one of the most important elements in the cultivation of teachers' professional ethics. At the same time, the Internet information can be deleted any time, the hidden nature of the information is also further increased, it also contributes to the culture of academic corruption.

2.4 Some teachers using the Internet to get low-quality theses and degrees

"Shoddy thesis" refers to some teachers copy and plagiarize and others' thesis and eventually turning them into their own articles, and it can also refer to some teachers through a variety of ways to find a ghostwriter on behalf of the paper in order to promote and awards [4]. For example, a large number of teachers were cheated by writing and publishing thesis, wasted money and energy.

"Low-quality degree" refers to teachers who want to improve their academic qualifications by seeking overseas on-the-job doctoral programs and attending classes during summer and winter vacations, with the aim of obtaining a doctoral degree. These doctoral industry chain compared to the domestic doctoral only takes a certain amount of money, but can spend less time and energy. They can get the doctoral degree with the fastest speed. Of course, there are also some Southeast Asian doctors said, Southeast Asian doctoral is not "Low-quality degree", teachers who want to get a doctorate still need to spend a

lot of energy to write and revise the dissertation, otherwise they cannot graduate.

3. Thoughts and suggestions on the professional ethics cultivation of university teachers in the Internet Plus era

3.1 Establishing scientific and effective evaluation system and integrating network ethics into school regulations

The professional moral cultivation of teachers of university includes patriotism and law-abiding, dedication and love for students, teaching and educating people, rigorous study, serving the society, and serving as a teacher. However, in practice, the six aspects are not enough to cover all the contents of professional moral cultivation. Especially the small points covered under the six major points are not specific and clear enough, and some of the points are worth further delineating and discussing.

With the emergence of multimedia accounts, we have seen an increasingly rapid spread of speech both online and offline, but the Internet is not an extralegal place. Teachers should not jeopardize the interests of college and university in their speech on the Internet, including on their personal public uploads, or in their own work chats and private chats [5].

3.2 Fostering the Internet awareness among university teachers while aiming for the ideals of an "Outstanding Teacher" and a "Premium Course"

After the epidemic time, education and teaching mode has received a great impact which also puts forward higher requirements on the professional moral cultivation of university teachers. Teachers are required to constantly update their knowledge reserves and technical reserves, but also requires teachers to always have a sense of innovation and lifelong learning. University teachers should set up the goal to become an "Outstanding Teacher", and to create a "Premium Course" instead of being limited to the existing old knowledge system.

Teachers also need to integrate the Civics into their classroom while undertaking the task of teaching in an acceptable way to help students establish the correct ideological values. At the same time, teachers also need to be clear about the internet awareness, universities indeed have freedom of speech and welcome collisions of different ideas, but there is a significant difference between the internet and the university classroom.

3.3 Improving teachers' understanding of the rule of law and contributing to the completion of the legal system in society

It is necessary to enhance the teachers' concept of laws, especially for the explanation of the penalties related to plagiarism in the dissertation. There are explicit regulations: the author of the dissertation enjoys complete copyright, and plagiarizing others' works without the author's permission should bear civil or even criminal responsibility. Teachers who are found to have plagiarized will not only have their academic integrity questioned, but will also have to bear huge legal consequences.

Meanwhile, it is also necessary to improve the concept of laws and the legal system in society [7]. For example, if teachers have part-time job online, the relevant departments should take the deep-seated reasons behind this phenomenon into account. Now the average salary of most teachers is low, but also teachers face promotion channels are narrow, they are difficult feeling at ease teaching and educating people so that they can only use other ways to increase income and make a living. Therefore, it is more important to protect the remuneration of teachers, and should also make the corresponding norms so that teachers can feel at ease to do their own work, or they can deal with the relationship between their own work and part-time work.

4. Summary

This paper scrutinizes the challenges to professional morality across various dimensions, including teaching methods, teacher-student relationship, part-time engagements, and academic credentials. With the continuous development of information technology means, this era puts forward higher requirements for teachers' teaching techniques and quality, presenting both challenges and opportunities for modern university educators. By enacting and enforcing laws and regulations to constantly standardize the

professional morality of teachers, and by leveraging exemplary courses to lead educators' professional growth, we can constantly promote the standard of professional morality within the university teaching community.

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