

Research on the Cultivation and Improvement Strategies of Teacher Ethics

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Abstract: This study aims to explore effective strategies for cultivating and improving teacher ethics, in order to promote the improvement of education quality and the healthy growth of students. Through literature research, survey research and other methods, the connotation and importance of teacher ethics were expounded, and the problems existing in current teacher ethics were analyzed. The main content covers the improvement of teachers' self-cultivation, the improvement of school education and training, the positive influence of social culture, and the construction of relevant supervision, evaluation, and incentive mechanisms. Research has found that good teacher ethics play an irreplaceable role in cultivating students' moral character, academic progress, and mental health. The research results indicate that adopting multiple strategies comprehensively can significantly improve the professional ethics level of teachers. The key position of teacher ethics cultivation and improvement strategies in the education industry has been emphasized, providing important theoretical support and practical guidance for the future construction of teacher ethics in the teaching profession..

Keywords: Teacher; Teachers' Code of Morality; Cultivate; Enhancement Strategy

1. Introduction

In the current diversified and rapidly developing educational environment, a series of strict and contemporary requirements have been put forward for teacher ethics.

Firstly, teachers are required to possess a high level of professionalism and sense of responsibility. Education is no longer just about imparting knowledge, but also guiding students' comprehensive development. Teachers should

devote themselves wholeheartedly to the cause of education, take responsibility for the growth and development of students, and persist in their educational positions and make unremitting efforts no matter what difficulties and challenges they face[1].

Secondly, emphasize the care and respect of teachers. Respect students' personalities, interests, and needs, and pay attention to their physical and mental health and emotional changes. Teachers should treat every student with an equal and friendly attitude, and establish trust[2].

Furthermore, teachers are required to possess qualities of fairness and impartiality. When evaluating students, allocating resources, and providing opportunities, be impartial and non discriminatory, ensuring that every student can grow and develop in a fair environment[3].

In addition, teachers also need to have good teamwork spirit. Collaborate and communicate with colleagues to explore educational and teaching issues, share experiences and resources, and provide students with better educational services[4].

Teacher ethics play an irreplaceable and important role in education.

Firstly, good professional ethics are the guarantee for students' healthy growth. The words and deeds of teachers play a crucial role in shaping students' character and forming their values. Teachers with noble professional ethics can become moral role models for students, guiding them to establish correct outlooks on life, values, and morality.

Secondly, teacher ethics directly affect the quality of education and teaching. Teachers who engage in teaching with a positive attitude, enthusiasm, and professionalism can stimulate students' interest in learning and improve teaching effectiveness. On the contrary, the lack of professional ethics may lead to perfunctory teaching, affecting students' learning outcomes and knowledge

acquisition[5-6].

2. The connotation and characteristics of teacher ethics

2.1 Definition and Scope of Teacher Ethics

Teacher ethics, also known as the professional ethics of teachers, refers to the sum of moral standards and professional conduct that teachers should follow in their educational and teaching activities.

In terms of moral standards, it covers teachers' care and respect for students. Teachers should care about the physical and mental health of students, respect their individual differences, interests, and rights, and not discriminate, insult, or physically punish them. For example, when facing students with learning difficulties, teachers should have patience and love, provide additional guidance and encouragement, rather than criticism and blame[7-8].

In terms of professional ethics, teachers are required to have a high sense of responsibility and dedication. Teachers should prepare lessons carefully and deliver lectures meticulously to ensure the quality of teaching. They should not be perfunctory or absent from classes at will. At the same time, it is necessary to comply with educational laws and regulations, and not engage in behaviors such as illegal tutoring or accepting property from parents. For example, a diligent and responsible teacher will constantly update their knowledge system, improve teaching methods, and adapt to constantly changing educational needs.

2.2 Core Elements of Teacher Ethics

The core elements of teacher ethics include many aspects, among which love, responsibility, and fairness are crucial.

Love is the cornerstone of professional ethics. A teacher with love will genuinely care for every student, just like caring for their own child. They are able to keenly perceive students' emotional needs and provide warm care and support, whether it is difficulties in learning or troubles in life. For example, when a student falls ill, teachers will inquire about their condition with concern and provide assistance; When students encounter setbacks in their studies and feel down, teachers will give them the strength to bounce back with encouraging words and warm smiles.

Sense of responsibility is the pillar of

professional ethics. Responsible teachers are well aware of their responsibility to cultivate the next generation and will take every aspect of their teaching work seriously. They carefully design teaching plans, carefully grade homework, pay attention to students' learning progress, and promptly identify and solve problems. For example, in order to improve the quality of teaching, teachers will actively participate in training and further education, constantly improving their professional competence to better meet the learning needs of students.

Fairness and impartiality are important principles of teacher ethics. Teachers who uphold the principles of fairness and impartiality will not show favoritism or discrimination towards students based on their family background, academic performance, personality traits, and other factors. They will provide equal opportunities and resources for every student, allowing them to grow and develop in a fair environment. For example, in selecting outstanding students and assigning class tasks, teachers will make fair decisions based on objective standards and students' actual performance.

3. The Importance of Teacher Ethics

3.1 Impact on Student Growth

As an important role model for students' growth, teachers' good professional ethics can set a moral example for students. Teachers' words and deeds, such as honesty and trustworthiness, respect for others, and care for society, can infect and influence students unconsciously. For example, a teacher always keeps their promises, whether it's the agreed tutoring time with students or the rewards given to them, they always keep their words. This kind of trustworthy behavior will make students understand the importance of honesty and strive to be honest and trustworthy in their own lives.

Teachers with good professional ethics are passionate and responsible towards the education cause, and this positive attitude will be transmitted to students, inspiring their learning motivation. For example, a teacher who is passionate about teaching, with their lively and interesting teaching methods, will generate a strong interest in the subject among students, leading to a more proactive

engagement in learning.

Teachers' own qualities such as optimism and resilience can also have a positive impact on students. For example, when facing difficulties and pressures in teaching, teachers always maintain an optimistic attitude. This positive emotion will be transmitted to students, helping them cultivate resilient psychological qualities and better cope with various pressures and difficulties in future life.

3.2 The Role of Education and Teaching Effectiveness

Firstly, teachers with good professional ethics are passionate and dedicated to the cause of education. They devote themselves wholeheartedly to teaching work, carefully prepare lessons, conduct in-depth research on teaching content, and constantly update teaching methods and tools.

Secondly, teachers with good professional ethics care for students and respect their individuality and needs. They treat every student with an equal and friendly attitude, encouraging them to actively participate in classroom interactions. When students make mistakes in answering questions, teachers do not criticize or blame them, but provide patient guidance and encouragement, making students feel respected and supported, thereby enhancing their confidence in learning. This respect and care can establish a good teacher-student relationship, stimulate students' learning enthusiasm, and create a relaxed and harmonious classroom atmosphere.

Furthermore, teachers with professional ethics possess a high sense of responsibility and pay attention to students' learning progress and difficulties. They will provide timely feedback and guidance to students, helping them solve learning problems.

In addition, teachers with high professional ethics possess the qualities of fairness and impartiality, treating students equally when evaluating them and allocating opportunities. This can make students feel a fair competitive environment and stimulate their motivation to study hard.

Finally, teachers with good professional ethics lead by example, demonstrating a positive attitude and values towards life. Their qualities of optimism, resilience, and diligence will infect students, inspiring them unconsciously and forming a positive learning attitude and

outlook on life.

4. Current Situation and Existing Problems of Teacher Ethics and Analysis

4.1 Current Status and Problems of Teacher Ethics

The current situation of teacher ethics presents a complex situation, with both positive aspects and some problems.

Positive aspects:

- (1). Most teachers have a strong sense of professionalism and responsibility, and they adhere to their educational positions, making hard efforts for the growth of their students.
- (2). Caring for students has become mainstream, and many teachers pay attention to their physical and mental development, providing emotional support and academic assistance.
- (3). Continuously pursue professional growth, actively participate in training and further education, and enhance educational and teaching abilities.

However, there are also the following issues:

- (1). Occupational burnout phenomenon: Due to high work pressure and repetitive labor, some teachers experience a decrease in enthusiasm for their work and a negative attitude towards coping.
- (2). Educational utilitarianism tendency: overly emphasizing students' exam scores and admission rates, neglecting their comprehensive development and personality cultivation.
- (3). Improper handling of teacher-student relationships: Some teachers cannot treat every student equally and fairly, resulting in discrimination or favoritism towards certain students.
- (4). Lack of effective communication with parents: Some teachers have a cold attitude or shirk responsibility when communicating with parents, which cannot form a "home school" education synergy.
- (5). Some teachers engage in unethical behavior, such as corporal punishment, disguised corporal punishment of students, or accepting bribes from parents.

It should be pointed out that these issues only exist among some teachers and cannot represent the entire teacher community. At the same time, the education department and schools are constantly strengthening the construction of teacher ethics and striving to

improve the overall level of teacher ethics.

4.2 Analyze the Causes of the Problem

The following is an analysis of the current problems in teacher ethics from multiple dimensions such as social environment, school management, and teachers themselves:

4.2.1. In terms of social environment

(1). Diversification of social values: Under the influence of the market economy, values such as utilitarianism and individualism have spread. Some teachers are influenced by these concepts and excessively pursue personal interests and material enjoyment, resulting in a utilitarian tendency in their educational work, neglecting the essence of education and the comprehensive development of students.

(2). Society's high expectations for education: Society has placed extremely high expectations on education, hoping that schools can cultivate versatile talents, which has brought tremendous pressure to teachers. Under such pressure, some teachers may experience anxiety and professional burnout, which can affect their ethical performance.

(3). The impact of negative social norms: Some negative norms in society, such as corruption and dishonesty, may erode teachers' thinking and lead to individual teachers engaging in unethical behavior.

4.2.2 In terms of school management

(1). Imperfect evaluation system: Schools often place too much emphasis on students' exam scores and enrollment rates in evaluating teachers, neglecting their performance in educating and caring for students. This single evaluation system can easily lead to teachers neglecting the cultivation of professional ethics in pursuit of grades.

(2). Insufficient training and support: Schools may have formal and hollow content in teacher ethics training, lacking specificity and effectiveness. At the same time, the lack of support and assistance provided by schools for the difficulties and pressures encountered by teachers in their work makes it difficult for them to cope with the challenges in their work, which in turn affects their professional ethics.

(3). Inadequate supervision mechanism: The school's supervision of teacher ethics is not strict and comprehensive enough, and some minor issues may not be detected and dealt with in a timely manner, leading to the gradual accumulation and deterioration of problems.

4.2.3. Teachers themselves

(1). Low professional identity: Some teachers lack a profound understanding and recognition of their profession, and do not regard education as a sacred undertaking, only as a means of livelihood, thus lacking enthusiasm and sense of responsibility in their work.

(2). Weak psychological regulation ability: Teachers face pressure from various aspects such as work and family. If their own psychological regulation ability is insufficient, they are prone to emotional problems such as anxiety and depression, which can affect their interaction with students and teaching work.

(3). Lack of professional competence: Some teachers lack professional competence in education and teaching methods, psychology knowledge, etc., resulting in improper methods when dealing with student issues and teaching work, which affects their professional ethics image.

(4). Lack of self reflection: Some teachers have not developed the habit of self reflection and cannot timely identify and improve their own problems in terms of professional ethics.

In summary, the current problems in teacher ethics are the result of multiple factors such as social environment, school management, and teachers themselves. To solve these problems, the whole society needs to work together to create a good educational environment. Schools need to strengthen management and support, and teachers themselves need to constantly improve their literacy and cultivation.

5. Strategies for Cultivating Teacher Ethics

5.1 Improvement of Teacher Self Cultivation:

(1). Establish correct educational values

Deeply understand the essence and significance of education, recognize that education is about cultivating comprehensive human development, not just pursuing grades and further education. We firmly believe that every student has unlimited potential and deserves to be educated and nurtured with care. Regard education as a mission, not just a job, and invest in the education industry with a positive attitude.

(2) Continuous reflection and self-improvement Regularly review one's teaching behavior and interactions with students, and consider whether they meet ethical standards. Analyze the successes and failures in teaching,

summarize lessons learned, and continuously improve teaching methods and attitudes. Proactively seek feedback from colleagues, students, and parents, humbly accept criticism, and use it as a motivation for self-improvement.

(3). Cultivate good emotional management skills

Learn to remain calm when facing work pressure and student issues, and avoid transmitting negative emotions to students. Use positive psychological suggestion and emotion regulation methods, such as exercise, reading, meditation, etc., to maintain a good mentality. Cultivate qualities of optimism, tolerance, and resilience to address various challenges in educational work.

(4). Continuous learning and knowledge updating

Pay attention to the latest research results and teaching methods in the field of education, and continuously enrich one's educational knowledge. Participate in various training, seminars, and academic exchange activities, share experiences with peers, and broaden horizons. Read classic educational works and books in related fields to enhance one's theoretical level and humanistic literacy.

(5). Strengthen moral self-discipline

Strictly abide by the professional ethics of teachers and consciously resist various negative temptations. Always remind oneself of the responsibility and mission as a teacher, to be consistent in words and deeds, and to lead by example. Establish one's own moral code and bottom line of behavior, and adhere to principles in work and life.

(6). Cultivate a compassionate heart

Sincerely care for every student, respect their personality, interests, and needs. Provide patient listening and assistance to students' difficulties and problems, allowing them to feel warmth and care. Treat students' mistakes with tolerance and understanding, guide them to correct and grow.

(7). Enhance interpersonal communication skills

Establish good cooperative relationships with colleagues, learn from each other, support each other, and jointly promote the development of education. Maintain close communication with parents, form a joint force between home and school education, and jointly create a good environment for students' growth. Learn to

effectively communicate and cooperate with people from all walks of life, and strive for more resources and support for students.

In short, through continuous self-cultivation and improvement, teachers can gradually cultivate noble professional ethics and become guides on the path of students' growth.

5.2 School Education and Training

(1). Teacher ethics education before employment

Offering specialized teacher ethics education courses: In normal universities or new teacher onboarding training, a systematic teacher ethics course should be set up, covering the connotation, importance, norms, and practical cases of teacher ethics. Inviting excellent teachers to share their experiences: Invite senior teachers with good professional ethics reputation to share their stories and experiences in their educational careers, so that new teachers can draw the power of role models from them. Organize on-site inspections and observations: Arrange new teachers to conduct on-site inspections and observations at teacher ethics demonstration schools, to personally experience the good teacher ethics atmosphere and educational practices.

(2). Professional ethics training during employment

Regularly hold special lectures on teacher ethics: invite education experts, scholars, or leaders of education administrative departments to interpret and guide the latest concepts, policies, and practical requirements of teacher ethics. Conduct case analysis and discussion: Select representative cases of teacher ethics, organize teachers to analyze and discuss them, guide teachers to learn from them, and think about correct response methods. Organize workshops on the theme of teacher ethics: Through group activities, role-playing, and other forms of interaction, teachers can deeply explore teacher ethics issues and improve their ability to solve practical problems. Provide personalized counseling and consultation: Provide one-on-one counseling and consultation services for individual teachers who encounter confusion or problems in terms of professional ethics.

(3). Integrate into daily teaching activities

Carry out teacher ethics reflection activities: Regularly organize teachers to reflect on their teaching behavior, write teacher ethics

reflection diaries or reports, and promote self-improvement. Establishing a mentorship pairing system: pairing experienced and highly ethical teachers with new teachers to provide guidance and impart professional ethics experience in daily teaching. Encourage teachers to conduct research on topics related to teacher ethics: Through research, deepen understanding of teacher ethics issues, explore effective cultivation strategies, and apply research results to practice.

(4). Establish an assessment and evaluation mechanism

Develop clear standards for teacher ethics assessment: include caring for students, dedication, and integrity in teaching into the assessment index system. Implement diversified evaluation methods: comprehensively and objectively evaluate teachers' professional ethics performance by combining student evaluation, colleague evaluation, parent evaluation, and self-evaluation. Linking the results of teacher ethics assessment with rewards and punishments: commending and rewarding teachers with excellent teacher ethics performance, and severely punishing teachers who violate teacher ethics norms.

(5). Create a good campus culture

Advocate for a cultural atmosphere of respecting teachers and valuing education: Through campus promotion, commendation conferences, and other forms, promote the deeds of outstanding teachers and make respecting teachers and valuing education the mainstream of campus culture. Establish a democratic and equal teacher-student relationship: Encourage teachers to respect students' individuality and rights, and create a harmonious educational environment. Carry out rich and colorful activities for teacher ethics construction, such as teacher ethics speech competitions, teacher ethics essay contests, etc., to stimulate teachers' attention and thinking about teacher ethics.

Through the above school education and training strategies, it is possible to effectively promote the cultivation of teacher ethics, improve the overall quality of the teaching staff, and enhance the quality of education.

5.3 The Influence of Social Culture

(1) Promote the fine tradition of respecting teachers and valuing education:

Respecting teachers and valuing education is a fine tradition of the Chinese nation, and it is of great significance to vigorously promote this tradition in society and culture. Enhance social respect for the teaching profession: Through publicity and education, let people understand the hardships and importance of teaching work, so as to respect the efforts and achievements of teachers from the bottom of their hearts. For example, using various media platforms such as television, the internet, newspapers, etc., to tell touching stories of excellent teachers and showcase their contributions to the education industry.

Improving the social status of teachers: When respecting teachers and valuing education becomes a social consensus, the status of teachers in society will correspondingly increase, which will attract more outstanding talents to join the education industry. For example, providing certain preferential treatment and care to teachers in policies, such as providing convenience in public transportation, healthcare, and other areas.

Inheriting and carrying forward the spirit of education: The tradition of respecting teachers and valuing education can inspire generation after generation of educators to stick to their posts, inherit and carry forward the spiritual connotation of education, and make unremitting efforts to cultivate talents.

(2) Create a favorable social public opinion atmosphere:

Spread positive energy: Social public opinion should promote more positive images and deeds of teachers, convey positive and uplifting information, and enable the public to have a more comprehensive and objective understanding of the teacher community. For example, teachers who stick to their posts under difficult conditions and selflessly dedicate themselves to their students should be given sufficient coverage and praise.

Guiding the correct values: advocating the values of valuing education, respecting knowledge, and respecting talents in public opinion, and making people aware of the important role of teachers in social development. For example, emphasizing the significance of education for personal growth and social progress through social media, film and television works, and other channels.

Supervision and correction of negative comments: For those malicious comments that

defame teachers and damage their image, timely supervision and correction should be carried out to safeguard the legitimate rights and dignity of teachers.

Promoting home school cooperation: A good social public opinion atmosphere helps to promote understanding and cooperation between parents and teachers, creating favorable conditions for students' growth together. For example, promoting successful cases of home school cooperation to make parents and teachers aware of the importance of collaboration.

In short, promoting the fine tradition of respecting teachers and valuing education, and creating a good social public opinion atmosphere, have an undeniable driving effect on the cultivation of teacher ethics, the stability of the teaching staff, and the development of the education industry.

6. Strategies for Enhancing Teacher Ethics

6.1 Establish and Improve Supervision Mechanisms

(1) Internal supervision system of the school: Establish a dedicated teacher ethics supervision group: composed of school leaders, teacher representatives, and parent representatives, to regularly or irregularly observe and evaluate teachers' teaching behavior, interaction with students, and other aspects.

Establish student feedback channels: Collect students' opinions and suggestions on teacher ethics performance through questionnaire surveys, symposiums, and other forms, and timely understand the image of teachers in students' minds.

Conduct peer evaluation: Teachers evaluate each other's professional ethics performance, promote mutual learning and supervision among teachers.

Strengthen monitoring of the teaching process: Supervise teachers' teaching attitudes and methods through listening to lectures, checking lesson plans, and other methods.

(2) Supervision by educational administrative departments:

Regularly inspect the construction of teacher ethics in schools, including the implementation of teacher ethics education activities and the results of handling teacher ethics issues.

Establish a hotline and online platform for teacher ethics complaints: to facilitate parents,

students, and the public to report and complain about teacher ethics issues, and to promptly investigate and handle them.

Include teacher ethics in school evaluation indicators: hold accountable and demand rectification for schools that fail to improve their teacher ethics construction.

6.2 Improve Evaluation and Incentive Mechanisms

(1) Scientific and reasonable evaluation indicators for teacher ethics:

It covers multiple aspects such as caring for students, educating and nurturing students, and serving as a role model, including whether students' personalities and differences are respected, whether teaching effectiveness is good, and whether professional norms are followed.

Adopting diversified evaluation methods, such as self-evaluation, colleague evaluation, student evaluation, parent evaluation, etc., to ensure the comprehensiveness and objectivity of the evaluation.

Regularly update evaluation indicators to adapt to changes in educational development and social needs.

(2) Effective incentive measures

Establish teacher ethics awards, such as "Model Teacher Ethics" and "Most Beautiful Teacher", to commend and reward outstanding teachers.

Material rewards: Provide certain bonuses, allowances, or other material benefits to motivate teachers to actively practice good professional ethics.

Career development opportunities: Provide promotion, training, and participation in important educational projects for teachers with excellent professional ethics.

Promotion and publicity: Through media, campus promotion, and other means, widely publicize the deeds of excellent teachers with professional ethics, and enhance their social reputation and sense of professional achievement.

6.3 Promote the Coordinated Development of Teachers' Professional Growth and Professional Ethics Improvement

(1) Teacher ethics infiltration in professional development:

Incorporate teacher ethics education content into teacher training courses, such as educational ethics, professional ethics case

analysis, etc.

Encourage teachers to integrate ethical requirements into teaching design, classroom management, evaluation and feedback in their teaching research and practice.

Guide teachers to constantly reflect on whether their educational behavior conforms to ethical standards during their professional growth process.

(2)Leading professional growth with professional ethics:

Emphasize the core position of teacher ethics in the professional development of teachers, and make teachers realize that good teacher ethics are the foundation and guarantee of professional growth.

When selecting and cultivating backbone teachers and subject leaders, the performance of teacher ethics should be considered as an important factor.

Encourage teachers to be guided by noble professional ethics and constantly pursue innovation and excellence in education and teaching.

7. Conclusion and Prospect

7.1 Summary of Research Conclusions

Through in-depth exploration of the cultivation and improvement strategies of teacher ethics, this study has made the following main findings and achievements:

Firstly, the connotation and importance of teacher ethics have been clarified. It is not only related to the growth and development of students, but also the key to improving the quality of education. Secondly, the current problems in teacher ethics were analyzed, including utilitarian tendencies, insufficient care, professional burnout, and academic misconduct. Again, strategies for cultivating teacher ethics have been proposed from multiple dimensions, including teachers themselves, school education and training, and social culture. For example, teachers should strengthen their self-cultivation, schools should improve their education and training systems, and society should create a good atmosphere of respecting teachers and valuing education. Finally, strategies for improving teacher ethics were discussed, including establishing and improving supervision mechanisms, enhancing evaluation and incentive mechanisms, and promoting the coordinated development of

professional growth and teacher ethics improvement.

7.2. Prospects for the Future Development of Teacher Ethics

In order to further promote the development of teacher ethics, continuous efforts are needed in the following directions in the future:

(1) Strengthen the pertinence and effectiveness of teacher ethics education: Design personalized teacher ethics education courses and training activities based on the characteristics and needs of teachers at different stages.

(2)Build a diversified supervision and evaluation system: fully leverage the supervisory roles of schools, parents, students, and various sectors of society to ensure the comprehensiveness and objectivity of evaluations.

(3) Strengthen psychological support for teachers: Provide more psychological counseling and guidance services to help teachers cope with work pressure and maintain good professional ethics.

(4)Promote the construction of teacher ethics culture: Create a strong atmosphere of teacher ethics culture in schools and educational institutions, so that teacher ethics norms can be internalized as conscious behaviors of teachers.

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