

Analysis of the Current Situation and Path Exploration of Professional Ethics Construction for Chinese University Teachers under the Background of the New Era

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Abstract: With the rapid development of higher education in the new era, the professional ethics construction of university teachers, as a key force in cultivating high-quality talents, promoting technological innovation and social progress, has become particularly important. This article aims to explore the current situation, challenges, and solutions to the construction of professional ethics for Chinese university teachers in the context of the new era, providing theoretical reference and practical guidance for the construction of teacher ethics and style in universities. Through literature review, empirical research, and other methods, this article analyzes the current problems of professional ethics among Chinese university teachers and proposes a series of targeted construction strategies to promote the development of teacher ethics and conduct in universities to a higher level.

Key words: New Era; Higher Education; Professional Ethics

1. Introduction

With the rapid development of higher education in the new era, higher education, as an important driving force for social progress, has its education quality and level directly related to the country's comprehensive national strength and national rejuvenation [1]. As crucial figures in higher education, university teachers play a key role in shaping future social elites, leading the trend of technological innovation, and promoting civilizational progress, making the construction of their professional ethics even more important.

The report to the 20th National Congress of the Communist Party of China emphasizes the great significance of the construction of teachers' ethics and teaching style in

cultivating a high-quality teaching staff and promoting a social atmosphere of respecting and valuing education. This marks that teachers' ethics and teaching style have become the primary yardstick for measuring education quality and teacher quality. In this context, adhering to the first standard of teachers' ethics and teaching style has become the only way to run higher education well [2]. As the microscopic cornerstone and guide for individual behavior in the construction of university teachers' ethics and teaching style, the professional ethics norms of university teachers not only regulate teachers' professional behavior but also guide the continuous improvement of teachers' moral cultivation. Moreover, the professional ethics norms of university teachers have multiple functions such as cognitive adjustment, value guidance, team cohesion, and education promotion [3].

Therefore, strengthening the construction of teachers' professional ethics not only points out the direction for the construction of the university teaching staff but also lays a solid foundation for cultivating socialist builders and successors who are well-rounded in morality, intelligence, physique, aesthetics, and labor.

2. The Significance of the Construction of University Teachers' Professional Ethics

2.1 Promoting the Improvement of Teaching Quality and Effectiveness

Noble professional ethics is the cornerstone of teachers, driving teaching innovation and guiding student growth. It requires teachers to be rigorous in scholarship, pursue new knowledge, care for students, teach according to their aptitude, and pay attention to the comprehensive development of students. It creates a good learning environment, helps students unleash their potential, and lays a

solid foundation for their growth and success. It also promotes the comprehensive development of each student in morality, intelligence, physique, aesthetics, and labor.

2.2 Shaping Students' Morality and Values

Strengthening the professional ethics of university teachers is not only the cornerstone for stabilizing the education cause but also the core driving force for promoting the comprehensive improvement of students' quality. Faced with the challenge of improving students' quality, university teachers shoulder the responsibility of cultivating "new people with ideals, morality, culture, and discipline." As disseminators of knowledge and important guides on the path of student growth, university teachers' noble professional ethics is not only a catalyst for the development of science and culture but also a beacon for improving the ideological and moral level of the whole nation. By strengthening the construction of university teachers' professional ethics, we can not only stimulate students' potential and cultivate batches of high-quality college students but also provide the society with talented individuals who possess both moral integrity and ability. These talents will lead the trend and promote the overall improvement of society's overall quality with their good moral qualities and strong sense of social responsibility in future social life, contributing to the construction of a more harmonious and civilized society.

2.3 Maintaining Academic Integrity and Atmosphere

In scientific research and academic activities, the adherence to university teachers' professional ethics is key to maintaining academic integrity and a good academic atmosphere. It requires teachers to uphold a scientific attitude of seeking truth from facts in the research process, oppose academic misconduct such as plagiarism, copying, and falsifying data, and ensure the authenticity and reliability of research results. This is not only conducive to improving the overall level of academic research in China but also helps to establish a good image of China's academic community internationally.

2.4 Strengthening University Teachers' Professional Ethics to Drive Education and

Social Harmony

The construction of university teachers' professional ethics is a dual engine for the sustained and healthy development of the education cause and the harmonious and civilized progress of society. It not only creates an atmosphere of integrity and uprightness in the educational environment, stimulates teachers' work enthusiasm and creativity, thereby improving the overall quality and effectiveness of education and teaching, but also injects inexhaustible vitality into the long-term prosperity of the education cause. At the same time, as important think tanks and moral highlands in society, the professional ethics level of university teachers directly affects the degree of social harmony and civilized appearance. By strengthening the construction of university teachers' professional ethics and cultivating more talents with noble moral character and a strong sense of responsibility, they can shine in their respective fields, actively promote social harmony and stability, and the continuous progress of civilization, jointly weaving a beautiful picture of education and social harmony coexisting.

2.5 The Construction of University Teachers' Professional Ethics is an Important Guarantee for the Cultural Power Strategy

Strengthening the cultivation and shaping of university teachers' professional ethics contributes to cultural inheritance and innovation. As inheritors and innovators of cultural knowledge, the professional ethics level of university teachers directly affects the quality and effectiveness of cultural inheritance. By strengthening the construction of teachers' ethics, we can ensure that university teachers can faithfully fulfill their responsibilities of cultural inheritance and pass on excellent traditional Chinese culture and modern scientific knowledge to the next generation. At the same time, university teachers should also have a sense of innovation, dare to explore the unknown in academic research, promote cultural innovation, and provide continuous intellectual support for the construction of a cultural power.

Strengthening the construction of university teachers' professional ethics also helps to promote excellent traditional culture, improve

the ideological and moral cultivation of young teachers, and establish a good teaching morality and style. This spiritual nourishment is not only conducive to campus culture construction but also promotes the formation of a good social atmosphere of respecting and valuing education, advocating morality and kindness [4].

The Professional Ethics Construction of University Teachers Helps to Strengthen Ideal and Belief Education, Promote Core Values, and Strengthen People's Confidence in Socialism with Chinese Characteristics.

The professional ethics construction of university teachers helps to conduct in-depth patriotism education for students, cultivate the national spirit, and integrate into national education and cultural construction. It promotes scientific and cultural education for the whole people, builds a learning society, and promotes the comprehensive development of society.

3. The Current Situation of University Teachers' Professional Ethics in the New Era

3.1 Some Teachers' Ideological and Moral Standards Need to be Improved

In the new era, with the rapid economic development, university teachers' professional ethics faces severe challenges of diversified values and moral decline.

Among the current situation of university teachers' professional ethics in the new era, "egoism" and "extreme individualism" are particularly prominent. As a cradle of knowledge and morality, universities are also eroded by adverse trends such as "money worship," causing some teachers to lose their direction due to the temptation of fame and fortune, perfunctorily handle teaching work, and weaken their sense of social responsibility and professional ethics. This trend not only damages campus culture and the essence of education but also threatens the value orientation and moral concepts of the next generation of the country. Therefore, we must attach great importance to and take measures to curb the spread of these adverse trends. By strengthening the construction of teachers' ethics, improving the evaluation system, and strengthening supervision, we can guide teachers to return to the original intention of

education. At the same time, we should strengthen students' ideological and moral education and cultivate high-quality youth in the new era to contribute to the country's long-term development.

3.2 The System of University Teachers' Professional Ethics is Inadequate

Most universities overly emphasize research and teaching achievements as the main indicators for evaluating teachers, while the evaluation of teachers' professional ethics is relatively neglected, with a small proportion and low weight. This evaluation system may lead teachers to relax their cultivation of professional ethics and only pursue quantitative standards, thereby triggering the alienation and banalization of professional ethics. In addition, there are deficiencies in the implementation and supervision of the university's teacher ethics system, lacking a scientific and effective supervision mechanism to ensure the implementation of the system. This further highlights the urgency to improve and perfect the system of university teachers' professional ethics.

3.3 Multiple Issues Exist in Some Teachers' Teaching Practices

Due to the insufficient depth of professional ethics education for university teachers, some teachers encounter various problems in their teaching work. These issues primarily revolve around teacher role definition, teaching attitude, teaching content and methods, as well as after-school tutoring and student-teacher interaction. Specifically, some teachers fail to fully fulfill their responsibilities of imparting knowledge, teaching skills, and resolving doubts, instead regarding teaching merely as a means of livelihood, lacking love and responsibility towards students and teaching [5]. In terms of teaching, they exhibit a perfunctory attitude, with inadequate lesson preparation, outdated and unforward-looking teaching content, and backward teaching methods that are unsuited to the demands of the information age. Furthermore, they lack effective communication and tutoring with students after class, failing to promptly and adequately address students' questions, resulting in a severe lack of student-teacher interaction. These issues collectively lead to poor teaching effectiveness, low student

motivation, and deficiencies in teachers' professional ethics. Additionally, some teachers lack a sense of professional identity, exhibit a negative teaching attitude, are insufficiently responsible, and lack student interaction and professional ethics. Teamwork spirit is lacking, with individualism prevailing; their academic attitude is not rigorous, and academic dishonesty is prevalent. Driven predominantly by personal interests, their concept of educating people is diluted, and they overlook the essence of education. These problems urgently need to be addressed to improve teaching quality and the level of teachers' professional ethics.

3.4 Over-reliance on the Internet and Lack of Independent Thinking Ability

With the rapid development of society, the internet has become increasingly advanced, making it indispensable in our lives. While the development of the internet has facilitated teaching, some teachers, due to deficiencies in their professional ethics, are unable to utilize the internet correctly in their work and instead over-rely on it, lacking independent thinking ability. They excessively depend on online resources and information technology in their teaching, neglecting the cultivation of students' independent thinking ability and innovative spirit.

4.Exploration of Paths for the Construction of Professional Ethics among University Teachers in the New Era

4.1 Improve the System of Teacher Ethics and Introduce Diversified Indicators for Comprehensive Teacher Evaluation

In the new era, the construction of professional ethics among university teachers has been endowed with even greater significance. To comprehensively enhance teachers' professional qualities, comprehensive measures need to be taken from multiple dimensions. Firstly, strengthening teacher ethics education is fundamental. By regularly holding teacher ethics training sessions and adopting diversified teaching methods, teachers' deep understanding and identification with professional ethics can be enhanced. At the same time, exemplary models of teacher ethics should be established to inspire teachers to pursue excellence and uphold lofty

professional ideals and moral standards.

Secondly, improving the evaluation system is key. A scientific teacher evaluation system should be established, with teacher ethics performance serving as an important assessment indicator closely linked to career development, ensuring the fairness and effectiveness of evaluations. Differentiated incentive measures should be implemented, providing both material and spiritual rewards to teachers with excellent ethics performance, thereby forming a positive incentive mechanism.

Strengthening supervision is indispensable. A sound teacher ethics supervision mechanism should be established, constructing a multi-party supervision network to ensure that ethics issues can be promptly identified and effectively addressed. For behaviors that deviate from teacher ethics, they must be severely punished in accordance with laws and regulations to serve as a deterrent. At the same time, promoting teachers' self-reflection and growth is also crucial. Teachers should be supported in participating in academic exchanges and training to broaden their horizons and enhance their professional and moral standards. A teacher growth archive should be established to record career development and ethics performance, guiding teachers to regularly reflect on themselves and clarify their career development direction.

The construction of professional ethics among university teachers in the new era requires balancing research, teaching, and professional ethics evaluation, introducing diversified indicators for comprehensive teacher evaluation.

Strengthen the assessment of teacher ethics, establish clear standards, ensure fairness and impartiality, and make it an important basis for career development. Improve the teacher ethics institutional system and revise it regularly to meet educational needs. Strengthen teacher ethics education and encourage lifelong learning. Establish an independent supervisory body, ensure smooth supervisory channels, and form a multi-level supervisory network. Establish exemplary models of teacher ethics to promote mutual learning. Integrate teacher ethics into research and teaching, and establish incentive mechanisms. Foster a campus culture that respects and values teachers, enhancing teachers' and students' awareness and

participation in the construction of teacher ethics.

4.2 Strengthen Teacher Ethics Training and Intensify Ethics Education

Carry out professional ethics education and training, regularly organizing university teachers to participate in training sessions covering the basic principles of teacher professional ethics, laws and regulations, case analyses, etc. Utilize online platforms and educational resources to provide flexible and diverse learning methods and abundant educational resources, promoting teachers' autonomous learning and improvement.

Strengthen ideological and political education, establish correct worldviews, outlooks on life, and values, strengthen ideal and belief education, guide teachers to firmly believe in education, and be loyal to the party's educational cause.

Cultivate a culture of teacher ethics by organizing thematic educational activities on teacher ethics and promoting the deeds of excellent teachers, creating a good atmosphere that respects and values teachers. Encourage teachers to establish lofty educational goals, actively integrate socialist core values into daily teaching and life, and lead students with noble moral qualities, becoming role models on their growth journey (Li Jianhua, 2022).

Intensify ethics education, regularly conduct teacher ethics training, strengthen teachers' professional ethics concepts, establish positive examples, and inspire teachers to self-improve.

4.3 Enhancing Teachers' Personal Qualities and Abilities

In today's society, education, as a fundamental task of the country and the party, is of paramount importance. Teachers, as the implementers of education, have their personal qualities and abilities directly related to the quality of education. Therefore, enhancing teachers' personal qualities and abilities is not only an inherent requirement for educational development but also an inevitable choice for social progress.

4.3.1 Supporting Teachers' Professional Development and Broadening Their Horizons

To enhance teachers' professional qualities, schools should vigorously support teachers in participating in various professional training, academic exchanges, and other activities.

These activities can not only provide teachers with the latest educational concepts, teaching methods, and research achievements but also help them broaden their horizons and understand the latest developments in education both domestically and internationally. By participating in these activities, teachers can continuously update their knowledge structure, improve their teaching and research capabilities, and better adapt to the needs of educational reform [6].

At the same time, schools should encourage teachers to actively participate in social practice and understand the actual needs of social development. Teachers can gain insights into the development status of various industries through surveys, internships, volunteer services, and other means, combining their knowledge with social practice to provide richer materials and cases for teaching. This can not only enhance the pertinence and effectiveness of teaching but also stimulate students' interest and motivation, cultivating their sense of social responsibility and practical abilities.

To foster a campus culture that respects teachers, values education, advocates virtue, and pursues goodness, schools can regularly hold forums on teacher ethics, sharing sessions, and other activities. These activities can invite renowned education experts and outstanding teacher representatives from both inside and outside the school as guests to share their educational philosophies and teaching experiences. Through these activities, teachers can learn from each other, inspire each other, and jointly improve their ethical standards and educational teaching abilities. At the same time, these activities can enhance teachers' sense of professional honor and belonging, stimulating their enthusiasm and creativity in work.

4.3.2 Strengthening Academic Integrity Construction and Upholding Academic Standards

Academic integrity is the cornerstone of scientific research and an important part of teachers' professional ethics. To strengthen academic integrity construction, schools should strengthen the supervision and management of teachers' academic behavior and establish a sound academic evaluation system and reward and punishment mechanism. Teachers who achieve outstanding results in academic research should be fully recognized

and rewarded; those who engage in academic misconduct should be severely dealt with according to laws and regulations, with no leniency.

At the same time, schools should strengthen academic ethics education and training for teachers. By holding lectures on academic ethics and conducting publicity activities on academic integrity, teachers' awareness of academic ethics and sense of responsibility can be enhanced. Teachers should consciously abide by academic norms, uphold the scientific spirit, pursue truth, and dare to innovate, contributing their own strength to the healthy development of scientific research.

In the process of strengthening academic integrity construction, schools should also focus on cultivating teachers' critical thinking and independent thinking abilities. Teachers should dare to question, explore bravely, and constantly challenge their cognitive boundaries and academic frontiers. At the same time, teachers should maintain a humble and cautious attitude, learn from others, and draw on their experiences to continuously improve their academic level and research capabilities.

4.3.3 Enhancing Educational Teaching Abilities and Innovating Teaching Methods

Educational teaching abilities are the core competitiveness of teachers and a key factor in improving education quality. To enhance teachers' educational teaching abilities, schools should encourage teachers to deeply study educational teaching laws and explore teaching methods and means that conform to the characteristics of students' physical and mental development. Teachers can carry out teaching reforms and innovation experiments based on their own teaching practices and experiences, continuously improving the attractiveness and appeal of classroom teaching.

At the same time, schools should strengthen teaching exchanges and cooperation, promoting the sharing of experiences and mutual learning among teachers. By organizing teaching observation classes, teaching seminars, and other activities, a platform can be provided for teachers to showcase their teaching achievements and exchange teaching experiences. Teachers can also use modern information technology to explore and practice new teaching modes such as online teaching and blended teaching, broadening the channels and methods of teaching.

In the process of enhancing educational teaching abilities, teachers should also pay attention to cultivating students' innovative spirit and practical abilities. Teachers can guide students to actively participate and explore initiatives by designing challenging and innovative teaching tasks and projects, cultivating their innovative thinking and practical abilities. At the same time, teachers should pay attention to the individual differences and needs of students, teach students according to their aptitude, and provide personalized education methods and paths for each student.

4.3.4 Focusing on Teachers' Mental Health and Establishing a Support System

Teachers, as educators, bear the sacred mission of imparting knowledge and educating students. However, due to high work pressure and the unique nature of their profession, teachers' mental health issues have become increasingly prominent. To address the mental health status of teachers, schools should establish and improve a mental health support system for them, providing psychological counseling and guidance services.

Schools can set up psychological counseling rooms or mental health service centers, staffed with professional psychological counselors or psychiatrists, to offer psychological counseling services to teachers. Additionally, schools can carry out mental health promotion and education activities to enhance teachers' awareness of mental health and their ability to self-adjust. Teachers can learn about their psychological state and needs, and acquire effective methods for coping with stress and anxiety by attending mental health lectures and participating in psychological support groups.

In addition to providing psychological counseling and guidance services, schools should also pay attention to teachers' career development and personal growth needs. They can assist teachers in improving their professional qualities and competencies by formulating career development plans and offering training and further education opportunities. At the same time, schools should establish reasonable incentive mechanisms and evaluation systems to encourage teachers to actively participate in teaching and research activities, achieving better results and achievements.

Furthermore, schools should strengthen

humanistic care and emotional support for teachers. They can enhance communication and interaction among teachers, and create a warm and harmonious working atmosphere by organizing teacher forums and conducting cultural and sports activities for teachers. Teachers can also participate in volunteering, social welfare, and other activities during their free time to expand their social circles and living spaces, thereby alleviating work stress and anxiety.

5. Conclusions

In the grand tapestry of the new era, the professional ethics construction of Chinese university teachers stands as an intrinsic requirement for the development of education and a vital hallmark of social progress and civilization. Looking back, we are delighted to witness that the community of university teachers, with their noble ethics and teaching styles, has made indelible contributions to nurturing generations of outstanding talents and inheriting and developing scientific and cultural knowledge. However, in the face of the challenges and opportunities of the new era, the construction of professional ethics among university teachers also presents new complexities and diversities.

Currently, we recognize both the positive achievements in the construction of professional ethics among university teachers and the existing issues and deficiencies. Some teachers' breaches of professional ethics not only tarnish the overall image of the teaching profession but also adversely affect students' learning and growth, as well as social morality. Therefore, strengthening the construction of professional ethics among university teachers is not only a requirement for individual teachers but also a responsibility towards the future of education and society.

In exploring the path for the construction of professional ethics among university teachers, we must uphold the tradition of professional ethics concepts while integrating them with the spirit of the times. We must strengthen ethics education, guide teachers to establish correct professional outlooks and values, enhance their sense of responsibility and mission, and enable them to internalize professional ethics norms and externalize them in their actions. At the same time, we must establish and improve a professional ethics assessment mechanism,

using scientific and fair evaluation methods to incentivize teachers to continuously improve their professional ethics standards and foster a positive atmosphere of valuing virtue and goodness.

Furthermore, we must focus on cultivating a respectful and esteemed atmosphere for teachers, making them feel respected and recognized by society, thereby stimulating their enthusiasm and creativity in their work. Additionally, strengthening institutional construction to provide a solid guarantee for ethics construction, ensuring that there are rules to follow and bases for ethics construction, is also an indispensable aspect.

Looking ahead, the task of constructing professional ethics among Chinese university teachers in the new era is arduous and long-term. We need to proceed with firmer conviction, a more pragmatic approach, and more innovative thinking to continuously push forward the in-depth development of ethics construction. I believe that with the joint efforts of the whole society, we will surely be able to build a high-quality, professional teaching team with noble ethics, superb skills, a reasonable structure, and vitality, contributing wisdom and strength to cultivating more socialist builders and successors who are well-rounded in moral, intellectual, physical, aesthetic, and labor aspects, and to realizing the Chinese Dream of national rejuvenation.

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