

# THE REALISTIC DILEMMAS AND IMPROVEMENT PATHS OF NORMAL STUDENTS' PROFESSIONAL ETHICS EDUCATION FROM THE PERSPECTIVE OF "LIDE SHUREN"

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**Abstract:** The fundamental task of "Lide Shuren" in the new era has put forward higher requirements for teacher ethics education for normal students. The survey found that teacher ethics education in normal universities has problems such as imperfect educational content, insufficient diversity of educational approaches, imperfect evaluation mechanism, and incomplete formation of the joint force of various subjects, resulting in unsatisfactory educational effects. The causes of the problems involve challenges at the level of social concepts, defects in school education models, and cognitive biases of students. To optimize the effectiveness of teacher ethics education, we must follow the principle of the unity and integrity of the teacher ethics structure "knowledge, emotion, intention, and action", integrate ideological and political courses with curriculum ideology, give play to the power of teachers' role models, build a platform for practical education, and improve the evaluation mechanism of teacher ethics.

**Keywords:** Lide Shuren; Normal Students; Moral Education

## 1 THE VALUE AND CONNOTATION OF MORAL EDUCATION FOR NORMAL STUDENTS

### 1.1 The Value of Moral Education for Normal Students

On May 2, 2018, General Secretary Xi said at the symposium of teachers and students at Peking University: "Talent serves as the foundation for virtue, while virtue acts as the guiding force for talent. Talent training must be a unified process of educating people and cultivating talents, and educating people is the foundation. People do not stand without virtue, and the foundation of educating people lies in virtue. This is the dialectic of talent training"[1]. General Secretary Xi's speech is a good answer to the relationship between Lide and Shuren, we should regard Lide and Shuren as an organic whole. After the 18th National Congress, General Secretary Xi emphasized the importance of Lide Shuren (Foster virtue and cultivate people) on many occasions, and pointed out in the report of the 19th National Congress that it is necessary to "implement the fundamental task of Lide Shuren", and clarified the focus and practical tasks of Lide Shuren. The report of the 20th National Congress pointed out: "Strengthen the construction of teachers' ethics and teaching style, cultivate a team of high-quality teachers, and carry forward the social trend of respecting teachers and valuing education." General Secretary Xi stressed that the first criterion for evaluating the quality of teachers should be teacher ethics and style. This important assertion points out the direction for the construction of the teaching team in the new era. In September 2024, General Secretary Xi said at the National Education Conference that it is necessary to implement the spirit of educators to strengthen teachers, strengthen the construction of teachers' ethics and style, improve the quality of teacher training and training, and cultivate a high-level teacher team in the new era. The "Opinions of the Central Committee and the State Council on Promoting the Spirit of Educators and Strengthening the Construction of High-quality Professional Teachers in the New Era" put forward that "the implementation of the fundamental task of establishing morality and cultivating people, and strengthening the construction of teachers as the most important basic work to build a strong country in education." "From the perspective of teacher construction, the main tasks of teacher education at this stage have been established. The key to the development of teachers' career lies in the perspective of teachers, and comprehensively improving teachers' moral quality has become the top priority of the construction of teachers, which is related to the realization of the fundamental task of education. Normal students have the dual identity of university students and future teachers, and the cultivation of teacher ethics is related to the all-round development of normal students, and is also directly related to the moral education work of primary and secondary schools and the healthy physical and mental growth of adolescents and children. As the main battlefield of primary and secondary school teacher training, helping normal students develop good teacher ethics is not only the primary task of higher normal universities, but also an urgent need to improve and improve the professional quality of teachers in our country. Strengthen teacher ethics education for normal students in the new era, it plays an important role in cultivating good "four have" teachers with ideals and beliefs, moral sentiments, solid knowledge, and benevolent hearts, and building a group of high-level teachers with high ideological and moral character and strong professional ability. On September 17, 2018, the Ministry of Education stated in the "Opinions on Implementing the Excellent Teacher Training Plan 2.0": "Fully carry out the education of teachers' ethics. Make learning and implementing General Secretary Xi's ardent hopes and requirements for teachers as the primary task and key content of teacher ethics education for normal students." On November 15, 2019, the Ministry of

Education issued the document "Opinions on Strengthening and Improving the Construction of Teacher Ethics in the New Era", further emphasizing the importance of teacher ethics. Therefore, establishing the "virtue" of normal students and training normal students into qualified teachers is the core of moral cultivation in normal universities.

## 1.2 The Connotation of Moral Education for Normal Students

Starting from the characteristics of teachers' profession, the "morality" of normal students should reflect their professional characteristics. Teacher ethics education, that is, teachers' professional ethics education, refers to the activities that the state purposefully and systematically carries out moral education and moral influence on teachers, so that they follow the code of professional ethics and conduct, consciously fulfill their obligations to the society to education, and develop good professional ethics [2]. The main task of teacher ethics education is to help teachers master the norms of teacher ethics and develop good professional ethics and psychological qualities [3]. The teacher ethics education in this study is the activity of teacher ethics education and self-education for normal students. How can normal students transform the requirements of teachers' professional ethics into behavior, and transform the socialist core values and teachers' professional ethics into the theoretical and practical activities of the inner quality of normal students at the school stage.

## 2 INVESTIGATION AND ANALYSIS ON THE CURRENT SITUATION OF TEACHER MORAL EDUCATION FOR NORMAL STUDENTS

### 2.1 Investigation and Design on the Current Situation of Teacher Moral Education for Normal Students

This study investigates part of the school's teacher major, mainly investigating the motivation of normal students' career choice, the cognition of teachers' professional ethics, and the effect, approach and method of teacher moral education for normal students in schools, so as to better understand the current situation of teacher moral education for normal students and provide a certain reference for the reform and practice of teacher moral education model for normal students.

A total of 1075 questionnaires were collected in this survey, and the effective rate of the questionnaire was 99.3%. The survey objects were normal students from freshman to senior year, and the distribution was shown in Table 1.

**Table 1** The Grade Distribution of Survey Respondents

Grade	Number of Students	Percentage
Freshman year	141	13.12%
Sophomore year	487	45.30%
Junior year	235	21.86%
Senior year	212	19.72%

Normal students in 9 majors were randomly selected in the school, and the distribution is shown in Table 2.

**Table 2** Professional Distribution of Survey Respondents

Major	Number of Students	Percentage
Chinese language and literature	225	20.93%
English	186	17.30%
Mathematics	145	13.49%
Ideological and Political	102	9.49%
History	68	6.33%
Physics	95	8.84%
Fine Arts	89	8.28%
Musicology	75	6.98%
Preschool Education	90	8.36%

### 2.2 Survey Results of the Current Situation of Teacher Ethics Education for Normal Students

At present, most universities have made a series of measures around moral education. Some universities are strengthening moral education for teachers and counselors of ideological and political courses, organizing them to study the "Code of Professional Ethics for University Teachers", and most universities have added teacher moral education to the content of new teachers' induction training. At the same time, most universities have also held a series of educational practice activities of "moral education and training people", and have made various attempts in educational

approaches and methods. In terms of the training of teacher moral education for normal students, universities have begun to explore new models and new ways, which are a good start for normal students to develop moral education. However, through field research, it is found that there are still some deficiencies in the education of teacher moral education for normal students.

### ***2.2.1 The educational effect is not satisfactory***

In 2017, the Ministry of Education issued a notice on the "Implementation Measures for Normal Professional Certification in Ordinary Universities (Interim)", which mentioned that the graduation certification requirements for normal students should cover "one practice and three societies", that is, "practice teacher ethics, learn to teach, learn to educate people, and learn to develop" [4]. "Practice teacher ethics" requires normal students to abide by teacher ethics and have educational feelings. However, through the survey, it was found that 96% of normal students have a certain degree of enthusiasm for the teaching profession and can recognize the importance of teachers' professional ethics, but 47% of students do not have enough knowledge of the specific requirements of professional ethics and educational laws and regulations. Although the teacher ethics education of normal students has achieved certain results, it is still not ideal and does not meet expectations.

### ***2.2.2 Inadequate educational content***

On the one hand, 59% of the current universities place too much emphasis on the normative education of teacher ethics, positioning the function of teacher ethics courses in the learning and mastery of teacher ethics norms, and ignoring students' learning and understanding of educational laws and regulations, resulting in a relatively narrow coverage of teacher ethics education, which is not conducive to the integrity and unity of teacher ethics knowledge learning for normal students. On the other hand, ignoring the detailed education of teacher ethics for normal students, and the theories and cases mentioned are alienated from the actual life of students, and less attention is paid to the performance of daily moral behavior of normal students. Most normal students get very little emotional experience of teacher ethics in the process of moral education, and the educational content of teacher ethics emotion is lacking.

### ***2.2.3 Educational pathways are not diverse enough***

On the one hand, teachers' professional ethics classroom teaching methods are single, classroom teaching is still based on theoretical teaching, which is too theoretical. The lack of practical case analysis and teacher-student interaction in teacher ethics teaching results in the lack of attractiveness and influence of educational content, and the main role of students is not effectively played. Teaching methods are relatively simple, and teachers' modern educational methods are not fully used. Teaching information needs to be updated and needs to arouse students' emotional resonance.

On the other hand, the practice of teacher ethics education is an important part of the internalization of students' moral education, and it is also an important process to cultivate the professional emotions of normal students and strengthen their moral behavior. At the same time, the practice of teacher ethics helps normal students to enhance their in-depth understanding of the connotation of teacher ethics and recognition of teachers' profession, and then establish a correct view of teacher education. However, through the survey, it is found that more than 80% of universities currently improve the main position of teacher ethics for normal students is the classroom, the main way is the school curriculum, while after-class self-study and reflection, communication and practice between teachers and students are relatively few, which shows that the ways of teacher ethics education are not diverse enough, relatively single, and cannot meet the relevant needs of students' teacher ethics education. Furthermore, due to the imperfect practical mechanism of teacher ethics education for normal students and the insufficient number of practice bases, the practice of teacher ethics education is lacking or cannot cover all normal students.

### ***2.2.4 The evaluation mechanism is not perfect***

The survey data show that in terms of evaluation content, the evaluation of normal students mainly focuses on knowledge and skills, while ignoring the evaluation of teacher ethics. In terms of evaluation methods, most of them are written tests, which mainly examine students' memory and understanding of professional theoretical knowledge. For the professional skills of normal students, they are tested through lectures, educational practice, etc., while for the evaluation of the teacher ethics level of normal students, there is a lack of special scientific and reasonable standards. In practice, especially for the educational apprenticeship and practice of normal students, there is also a phenomenon of emphasizing the evaluation of results and neglecting the evaluation of teacher ethics, and it is easy to ignore the evaluation of teacher ethics in the apprenticeship and practice, and pay more attention to the assessment of professional skills, which reduces the reliability and validity of the evaluation.

### ***2.2.5 The synergy between professional education and teacher ethics education has not yet formed***

We should know that teacher moral education is not only the job task of ideological and political course teachers in universities, but also cannot be completed by ideological and political course teachers alone. It should be completed by teachers of all disciplines working together and in unison. The teacher moral education of normal students should be combined with the teaching of professional education courses, penetrate and integrate with each other, give full play to the strength of subject teachers, form an educational synergy, and implement together. In the investigation, it was found that there are still some professional teachers who focus on professional theoretical knowledge and professional skills in teaching, neglecting the education and cultivation of teacher moral aspects of normal students. The excavation and integration of ideological and political elements in the curriculum are not enough.

## **3 ANALYSIS OF THE CAUSES OF MORAL EDUCATION FOR NORMAL STUDENTS**

The causes of teacher moral education are complex, and there are deep social reasons. Teacher moral education not only faces the challenges of the times, but also is related to the cognitive biases of normal universities and even normal students. In other words, teacher moral education faces multiple challenges such as the impact of social concepts, poor school practice and students' cognitive biases. Summed up as follows:

### **3.1 Teacher Moral Education Faces Greater Challenges of the Times**

In the information age, people's access to information is increasing. Of course, people's admiration for teachers and the mystery of the teaching profession are gradually fading, but their expectations for teachers are increasing. Teachers, as members of society, are also affected by various channels, and their personalities and concepts are also changing. The current normal students are in a rapidly developing, open and diverse social environment. They pay more attention to their own rights and interests, advocate rationality, and pursue individuality. For example, when asked, "If you were a teacher, would you voluntarily give up your rest time for students?" Most of them believe that working hours cannot take up personal rest time, and work cannot affect personal life. They will pay more attention to efficiency and personal economic interests, which is different from the "selfless dedication" in the traditional teacher's professional ethics concept.

### **3.2 Lack of Cultural Atmosphere in Teacher Moral Education in Normal Universities**

General Secretary Xi pointed out: "Strive to use all the spiritual wealth created by the Chinese nation to educate people through culture," and the environment is an important condition for "transforming people" and "educating people" [5]. Dewey, an American educator, believes that the environment or the medium represents everything that enters into life as a condition that supports or hinders life activities. He said: "We have never directly educated, but indirectly through the environment" [6]. The environment here includes both the physical environment of the school, the institutional environment, and the cultural environment of the campus.

Although schools are aware of the importance of environmental education and have created a certain environment for teacher ethics education through various means, the survey found that the cultural atmosphere of campus education is not enough. The observation found that due to the school's rating standards neglecting the issue of teacher ethics education for normal students, especially in the evaluation of first-rate evaluation, normal students place more emphasis on academic achievement and less emphasis on professional ethics. In addition, some teachers lack the awareness of education, and there is a phenomenon of "only teaching infertile people", neglecting the teacher ethics education for normal students.

### **3.3 The Overall Quality of the Teaching Staff needs to be Improved**

On the one hand, there is an imbalance in teachers' values. Some teachers pay attention to "teaching" and despise or ignore "educating people", which leads to students' emphasis on theoretical knowledge learning, but do not truly realize educating people, and it is easy to bring wrong cognitive orientation to students. On the other hand, there are deviations in teachers' professional behavior. University teachers should have educational feelings and dedication, and should be responsible for students and schools. Some teachers lack preparation before class, lack innovation in class, boring content, lack of equal dialogue and ideological collision with students, and lack of reflection after class. The test of students is mainly based on theory. On the other hand, the academic research related to teachers is not followed up. Some teachers' ethics teaching is divorced from academic research, and teaching lacks deep theoretical support and practical exploration, resulting in limitations in teacher ethics teaching.

### **3.4 Normal Students' Perception of Teachers' Professional Value is Biased**

The value orientation of people will change with the rapid development of the economy, and some inequalities in material and wealth in society will also bring certain collisions to teachers' original ideas. Normal students began to think and question the traditional teacher values. Through the investigation, it was found that students have differences and deviations in the economic status and social status of the teaching profession and the cognition of professional value. Some students believe that teachers' responsibility is to teach and educate people, some students believe that teachers only need to be responsible for students during school, some students think that their income is low but they have social prestige, and some students think that teachers work very hard, get up early and get up late, just to make a living. It can be seen that the cognition of teachers' professional value among the normal students has changed, and there are also differences. Normal students are not highly motivated to learn.

#### **3.4.1 Normal students prioritize teaching skills over moral cultivation**

The survey found that in the curriculum arrangement, schools will take into account the learning of professional theoretical knowledge and professional skills training of normal students, such as building training rooms and micro-teachers, training students to speak and give lectures, so that they can learn to do instructional design, so that they can master more interview skills, aiming to improve the employment rate of normal graduates, while neglecting the cultivation and training of normal students' moral quality. Students also believe that they should study the teacher professional ethics course, which is helpful to individuals, but in actual learning and training, they believe that teaching

skills, educational theory and classroom management ability are important, and that teachers' professional ethics cannot be evaluated and quantified, so they do not pay enough attention. General Secretary Xi said during a discussion with teachers and students from Beijing Normal University: "Teacher ethics is the embodiment of profound knowledge cultivation and cultural taste. Teacher ethics needs education and training, and more importantly, teachers' self-cultivation" [7]. The survey found that normal students took the initiative to study books and documents on teacher ethics less, and the initiative to learn teachers' professional ethics is not strong. For thinking courses, students place more emphasis on final exams and credits, and put more energy into dealing with exams.

### **3.4.2 Normal students place greater emphasis on the economic status of the teaching profession**

At present, the reason why more normal students' career goals are the teaching industry is that teachers have stable financial income and fixed vacation time. Normal students work hard to pass the teacher recruitment exam, more to achieve this goal. When asked in the survey, "What do you think of teachers' paid tutoring and part-time jobs?", 48% of the students think it is possible to do so. They think that the basic salary of teachers is lower than that of other industries, and they can use their spare time to earn extra money. 36% of the students think it is not possible to do this. They think that teaching and educating people is the responsibility of teachers. Busy spare time to make up lessons for students will affect their normal work and reduce their status in the hearts of students and parents. Most students and teachers can do this, which not only helps students but also earns subsidies. It can be seen that there is a deviation in students' understanding and cognition of teachers' professional ethics. When investigating the question "Why did you choose a teacher's major?", it was found that students chose a teacher's major with a certain degree of utilitarianism, more emphasis on the stability of work and income, blindly following the trend and parents' decision factors accounted for the majority, while the love for the teaching profession and the love for children accounted for less.

## **4 THE REFORM PATH OF TEACHER ETHICS EDUCATION MODEL FOR NORMAL STUDENTS**

Normal students' moral training is a long-term project. It follows the principle of the unity and integrity of the teacher moral structure "knowing, feeling, meaning, and doing", adheres to the "three-whole" education, and relies on the strength of all staff to carry out teacher moral education in an all-round way, and runs through the whole process of normal students' education and teaching. At the same time, create a three-dimensional teacher education training system of "teacher moral training, subject teaching and teacher class skill training".

### **4.1 Integrate Ideological and Political Courses with Curriculum Ideological and Political, and Focus on the Comprehensiveness of Educational Content**

Moral education is a process of "knowing, feeling, meaning and doing", and the moral education of normal students should follow the process of moral education implementation. If normal students lack the guidance education of teachers' professional value and cannot form a correct and reasonable cognition of teachers' morality, it will easily lead to excessive moral requirements, resulting in teachers' moral education and life reality want to be separated.

In the process of teacher moral education for normal students, we should adhere to the guidance of teacher moral education, highlight the guidance of teacher moral value, rely on teachers of various subjects, set up a "two-way integration" curriculum system, integrate ideological and political courses and curriculum ideology and politics, and realize the "dual" model of teacher moral education and ideological and political education. First, university teachers should be strict with themselves, abide by professional ethics, and pay attention to the guidance of teachers' moral examples. Second, deepen and promote the reform of teachers' professional ethics teaching, enrich teaching content, innovate teaching methods, and actively carry out experiential teaching. On the one hand, it adopts diversified teaching methods, changes the single teaching method, abstract and monotonous teaching content, and is far away from the phenomenon of life. Combined with typical examples in real life, it adopts case teaching method and role-playing method to make normal students have emotional experience and cultivate normal students' ability to think independently. On the other hand, it adopts practical exercise method to carry out normal students' education experience activities inside and outside the classroom, cultivate normal students' service consciousness and ability, improve normal students' sense of social responsibility, innovative spirit and practical ability, so as to deepen normal students' understanding and perception of moral education knowledge and strengthen moral will. Thirdly, strengthen the teaching design of teacher professional courses, fully tap the elements of teacher moral education contained in the course, make full use of its ideological value, and run the central goal of teacher moral education through the whole process of teacher professional subject course teaching, so that teacher professional subject teaching will eventually return to the starting point of "teacher moral education", realize the effective integration of "subject knowledge imparting" and "teacher moral value leading", realize the "educational" of teaching, and promote the development of teacher moral in normal students in a subtle way.

### **4.2 Optimize the Teaching Staff and Give Full Play to the Power of Teachers' Role Models**

Jaspers mentioned: "A university is a community composed of scholars and students, dedicated to the cause of seeking truth" [8]. That is, a university should first be a community of teachers and students. The logical basis for the existence of this community is communication: there are not only multi-dimensional teacher-student, student-student exchanges, but also equal exchanges of professional learning and emotional collisions, ultimately achieving teacher-student symbiosis and co-growth. However, the current teacher-student relationship and dialogue are difficult to achieve the

authenticity of the teacher-student community and ignore the subject status of students. They understand normal students as "educated people", which leads them to lose their inner experience and practice of teacher-moral emotions. At this time, teacher moral education "can only achieve the purpose of teacher moral education through strict discipline and strict control requirements," and its "direct concern is the current legitimacy and legitimacy of people's behavior." [9] The relationship between teachers and students under the teacher-student community should be the relationship between "facilitators" and "learners". This concept permeates the teacher moral education of normal students, requiring teachers to pay more attention to the self-awareness of teachers' morality, perceive the "real place" of teachers' morality in an all-round way, and experience the emotions of teachers' morality, so as to help normal students form correct moral emotions, cultivate firm moral will, and better practice teacher ethics.

At the same time, in the harmonious teacher-student relationship and equal teacher-student dialogue, teachers should carry forward the power of example, motivate parents and social figures to teach by example, interpret the exact meaning of teacher ethics with real actions, avoid "sanctified" teacher ethics education, and no longer repeat the "reason but not others" type of teacher ethics education.

#### **4.3 Strengthen the Platform for Practical Education and Create a Teacher Ethics Education Environment**

Universities should attach importance to the cultivation of normal students' morality, improve the evaluation mechanism of students' morality education, and build a platform for practical education. Guide students to gain the experience of teachers' professional ethics and professional behavior in the practice of teacher ethics education.

Therefore, from a horizontal perspective, schools should build a "collaborative education" platform to create a good environment for normal students as much as possible, coordinate various resources of society, schools, and families, and consolidate educational strength. So as to form a joint educational force of multiple parties, and truly realize the all-round education of all staff. Cultivate professional ethics and professional emotions of normal students, and practice the connotation of teachers' professional ethics. From a vertical perspective, pay attention to educational practice, combine teacher ethics theory with teaching practice; adhere to the concept of "progressive progress, through the whole process", and reasonably arrange practical teaching programs for normal students. For example, integrate teacher ethics education into a four-year through-the-loop practical teaching system of "industry cognition, course apprenticeship, project training, and comprehensive practice" to ensure that the concept of teacher ethics can be unified with the educational model, and realize the whole process of teacher ethics education.

#### **4.4 Perfect the Teacher Ethics Evaluation System and Strengthen the Management of Teacher Ethics Education**

The moral behavior of normal students is the fundamental symbol to measure their moral level. We attach importance to the evaluation of normal students' daily behavior and moral quality. On the basis of theoretical evaluation, we should strengthen practical evaluation and improve the developmental evaluation mechanism.

Normal students' moral education is an important part of teacher education. Normal students in universities have the dual identities of university students and future teachers. The development of their moral education is not only related to the formation of their "three views", but also related to the construction of future teachers, and more related to the cultivation of young children and the future and destiny of the country. Therefore, we should attach great importance to the moral education of normal students, follow the unity principle of the moral structure "knowledge, emotion, intention, and action", and adhere to the realization of the whole-staff, all-round, and whole-process education model. So as to cultivate comprehensive teacher education talents with strong ability and high quality.

#### **COMPETING INTERESTS**

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