

A Brief Talk on the Cultivation and Improvement of Moral Education Teachers' Qualities

Guoyong Xie & Fengzhi Zhang

Dezhou University

No. 67 Gongqingtuan Road, Dezhou 253000, China

E-mail: dzxgy8069@163.com

Abstract

In view of the current problems existing in the moral education teachers, this paper points out that success in moral education consists in the improvement of the quality of moral education teachers. Therefore, a qualified moral education teacher should be cultivated a noble mind, possess certain teaching artistic accomplishments and have some knowledge of scientific theory of education and management. Besides, he should participate in scientific research activities.

Keywords: Moral education teachers, Quality, Cultivate, Improvement

Moral education is regarded as all aspects of the process by which teachers purposely transmit morals to pupils. Just as its name implied, moral education teachers are responsible for the moral education, who teach moral lessons to students in school (including primary/secondary school and university).

Construction of a high-quality team of moral education teachers is the basic guarantee of improving the moral education. There are specific legal provisions concerning the basic and professional qualities of moral education teachers. Even in some educational works, there are detailed explanations on the qualities of moral education teachers. However, at present, there still exist many problems in the team of moral education teachers. Some teachers are limited in knowledge and narrow in experience. Their courses in morality are very much behind the times. In the process of teaching, their applications of multimedia, networking and other high technology are not enough. Some teachers lack of responsibility. What they teach is rather arbitrary. They are even entirely based on their own points of view to guide students. And there are some teachers who can not improve their qualities due to the lack of opportunities of further studies. Moreover, some schools lay special emphasis on specialized courses and totally neglect moral education. Even some schools do not have a dedicated team of moral education teachers. Moral education teachers often change jobs, which leads to the lack of teachers in moral education. All of the problems which have been mentioned are incompatible with the moral requirements, which cause moral education in an undesirable embarrassing situation. Consequently, as a moral education teacher, he must improve his moral qualities, strengthen his educational capacities to carry out moral education innovation and design a good moral education curriculum. What can be done is summarized as follows:

1. Cultivation of a noble mind

As a moral education teacher, he must first develop his own good moral characters only then can he transmit moral values to students. In the first place, in accordance with ethics requirements, a moral education teacher should be faithful in the discharge of his duties. With the love of education, he is diligent and hard working, responsible, creative and becomes a model to students in moral, learning manner and humanness. Secondly, in terms of personal character, a moral education teacher should gradually develop the following characters, such as innovation, justice, passion, tolerance, humility, perseverance, self-restraint, honesty and honor. His actions are always consistent with his words. He should always follow the code of ethics "lead by examples, serve as role model", so that his words and deeds become a role model for students to form good moral characters. Moreover, strengthen teachers' moral qualities also involves the formulation of a correct outlook on world, life and value: keep firmly to the socialist road under the leadership of the Chinese Communist Party and achieve the great rejuvenation of Chinese nation; support the party's leadership, support the socialist and love the motherland and the people; love education, adhere to the non-restricted area of academic research, formulate strict disciplines in classroom teaching and show respect for the collective, solidarity and cooperation.

2. Improvement of teaching ability

Teachers bear the responsibility of transmitting wisdom, imparting knowledge and solving doubts. Therefore, they must have a strong teaching and research capabilities. First, the possession of intensive professional knowledge is a basic requirement for being a teacher. As a teacher, he must have the spirit of not getting tired of learning and a wide range of professional knowledge. Moral education course includes ideological cultivation course and Marxism course. In order to grasp the key and difficult points of moral education course, a teacher's professional knowledge should be much higher than that of the textbooks. Secondly, it is necessary for a teacher to bear a wide range of knowledge and all-sided talents, or else he can not meet the needs of teaching. On one hand, to possess enough knowledge is to guarantee the quality of education and teaching. Suhomlinski points out that what the teacher knows should be ten or twenty times more than the knowledge he imparts to the pupils in the classroom, so that the most important part can be easily picked out from the textbooks as the teaching materials for students. On the other hand, knowledge is interrelated and any subject can not be isolated. In order to perform a subject in a way that makes it come alive, a qualified teacher must make good use of relevant knowledge and various kinds of materials. Thirdly, a teacher should have a capacity of teaching design and classroom teaching ability. By using systematic teaching methods, a teacher can analyze the teaching problems, establish teaching objectives, design teaching procedures, select teaching strategies and choose teaching media. Besides, classroom teaching ability involves teaching skills, classroom management skills, the skills of writing on the blackboard and preparing exam papers, as well as the ability of questioning, persuasion, praise and criticism. In addition, a teacher should have the ability of guiding students, including learning guidance, life guidance, and careers guidance and so on. Only when a teacher has many talents, can the quality of teaching and teaching effectiveness be effectively improved.

3. Study of the theories of education science

Suhomlinski points out that if a teacher can not master the knowledge of education, psychology, his work is like walking in the dark. To study the theories of education science is to have a good command of education, pedagogical psychology and pedagogy. Education is a kind of subject that systematically summarizes and reveals the scientific laws and methods of education. By carefully studying education and pedagogy, educational objectives, teaching principles, teaching procedures and teaching methods can be better understood. Pedagogical psychology is the study of revealing human's psychology and law in the process of education. To study pedagogical psychology will not only help teachers to understand their students' psychological characteristics and improve the effectiveness of moral education, but also can help teachers easily grasp the teaching principles and improve their own teaching abilities. In addition, students' mental health can be better guaranteed. A moral education teacher is not necessarily to be a moral educator. However, without relevant knowledge about education, he can be a qualified teacher.

4. Participation in scientific research activities

Scientific research plays a key role in the improvement of the quality of education. With the development of educational reform, teachers are asked for higher qualifications. Social demands for a teacher's quality is no longer "knowledge-based", "empirical", but "scholastic" and "scientific", which means that a teacher should possess the ability of doing scientific research. The fundamental purpose of scientific research is by means of doing educational and scientific research to improve the overall qualities of teachers, to deepen and promote educational reform so that the services of quality education can be implemented. A moral education teacher's ability of doing research learns from practice. Firstly, he should strength his scientific consciousness and enhance his research capabilities. Secondly, he should make full use of high technologies, develop research programs and summarize the results of scientific research. It is important to continuously improve teachers' capabilities of doing scientific research and other aspects of research capabilities, such as exploration and innovation. Have a certain level of knowledge is not enough. A qualified teacher should combine what he learns from the theories with practice, and only then his professional skills can be improved. Moreover, a teacher should be consciously and actively exploring and summarizing useful experience in his teaching practice. Only in this way can he be innovating in his teaching.

5. Possession of management capability

Management is important in both organizing teaching activities and organizing students to engage in ideological and political education. Without management capability, even the normal order of teaching can not be maintained. As a qualified moral education teacher, it is necessary for him to have management capability. Only in this way can he organize the students to participate in various activities. The formation of a teacher's management style is largely dependent on his charisma, which includes one's personalities, moral cultivation,

executive ability and attitude, interest and affection to his educational career. A moral education teacher's moral cultivation, executive ability and his attitude towards students have a subtle influence on the students. Therefore, moral education teachers must enhance their moral cultivation, add new dimensions to their personalities, focus on changes in classroom management and consciously develop their own awareness and capacity of management.

As stated previously, in order to improve one's qualities, a moral education teacher should enhance his moral cultivation, improve his professional competence, and participate in scientific research and strength study on the management. Former Chinese President Jiang Zemin pointed out in his work concerning problems on education that teachers are like engineers of human souls. They are not only good teachers, but also they should have excellent diathesis and be model to students in moral, learning manner and humanness. A moral education teacher must have high moral cultivation, possess the principle of educating people and have serious attitude towards life. In addition, his demeanor, appearance, ideology, attitudes toward teaching should also be consistent with the requirements of teachers' virtue.

References

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