

Research on the Strategies for Improving the Professional Ethics of Young Teachers in Vocational Bachelor's Programs from the Perspective of Curriculum Ideology and Politics

Xinyi Ma, Hui Wang*, Aimin Wei

Hainan Vocational University of Science and Technology, Haikou, 571126, China

*Corresponding author: Wanghui668899@163.com

Abstract: With the deepening of higher education reform, curriculum ideology and politics (Curriculum IEP) has become an important path for universities to cultivate virtue and nurture people. As a key platform for training high-quality applied talents, the professional ethics of teachers in vocational bachelor's programs directly affect the quality of talent cultivation and the realization of educational goals. This paper explores the importance, current status, and challenges of improving the professional ethics of young teachers in vocational bachelor's programs from the perspective of Curriculum IEP, and proposes corresponding strategies. By strengthening teacher ethics education, improving evaluation mechanisms, enhancing self-cultivation, and fostering a positive campus culture, the paper aims to comprehensively improve the professional ethics of young teachers in vocational bachelor's programs, thereby promoting the healthy development of the educational cause.

Keywords: Curriculum Ideology and Politics; Vocational Bachelor's Program; Young Teachers; Professional Ethics; Improvement Strategies

Introduction

In the higher education system, vocational bachelor's education, with its distinct career orientation and practical characteristics, has become an important channel for training high-quality applied talents. As the backbone of vocational bachelor's education, the professional ethics of young teachers not only affect their personal growth and development but also directly impact the quality of student cultivation and the overall reputation of the institution. Curriculum ideology and politics (Curriculum IEP), as a key approach for universities to fulfill their fundamental task of cultivating virtue and nurturing people, requires teachers to focus on ideological and political education and value guidance while imparting professional knowledge. Therefore, improving the professional ethics of young teachers in vocational bachelor's programs is of significant importance for advancing the in-depth implementation of Curriculum IEP and enhancing the quality of talent cultivation.

1. The Importance of Improving the Professional Ethics of Young Teachers in Vocational Bachelor's Programs

Firstly, improving the professional ethics of young teachers in vocational bachelor's programs helps them to shape a positive image of teacher ethics and play a role model for students (Bai & Wang, 2023). As one of the groups in closest contact with students, the professional ethics of young teachers have a crucial impact on the development of students' character. They are not only transmitters of knowledge but also role models of behavior. A young teacher with noble professional ethics can set a positive example through their words and actions, subtly influencing students by offering sincere care, a positive attitude, and upright conduct. This influence not only reflects in students' learning attitudes but also profoundly impacts their moral qualities and sense of social responsibility. At the same time, a good teacher ethics image is an essential part of the school culture, enhancing the institution's social image, increasing its attractiveness and competitiveness, and attracting more talented individuals to join, thereby promoting the school's long-term development^[1].

Secondly, improving the professional ethics of young teachers in vocational bachelor's programs

can enhance teaching quality and cultivate outstanding talents. A teacher's professional ethics are the cornerstone of teaching quality. A teacher with high professional ethics will approach their work with a rigorous attitude and a strong sense of responsibility, constantly exploring and implementing effective teaching methods, and fully dedicating themselves to every aspect of the teaching process to ensure continuous improvement in teaching quality. These teachers not only focus on students' knowledge acquisition but also care about their overall development and personal growth. Through personalized guidance and care, they help each student realize their potential and achieve self-worth. Furthermore, these teachers, through their personal charm and profound academic cultivation, have a lasting impact on students' values and life perspectives, nurturing more outstanding individuals with innovative spirit, practical ability, and good moral character, thus contributing to the development of society.

Finally, the continuous development and enhancement of the professional ethics of young teachers in vocational bachelor's programs is conducive to promoting the construction of the teaching workforce and creating a positive campus culture (Liu et al., 2021). Enhancing the professional ethics of young teachers in vocational bachelor's programs is a vital measure for strengthening the teaching workforce and fostering a positive campus culture. A teaching staff with high professional ethics can create an uplifting working atmosphere and a team culture based on mutual respect and support. Such a team not only enhances the teaching abilities and qualities of individual teachers but also promotes communication and cooperation among teachers, allowing them to explore new ideas and methods in education, thus improving overall teaching quality. Moreover, a strong professional ethics atmosphere can also facilitate the construction of campus culture, forming a healthy, positive, and inclusive environment that provides robust support for the growth and development of both teachers and students. This positive campus cultural atmosphere not only increases the sense of happiness and belonging for both teachers and students but also lays a solid foundation for the school's sustainable development^[2].

2. The Current Situation and Issues of Professional Ethics Among Young Teachers in Vocational Bachelor's Programs

Although young teachers in vocational bachelor's programs have achieved significant success in educational and teaching work, there are still several issues regarding their professional ethics, primarily manifested in the following aspects:

2.1 Weak Professional Identity and Lack of Dedication

Some young teachers lack a strong sense of professional identity, leading to insufficient enthusiasm and engagement in their teaching work, and occasionally adopting a perfunctory attitude (Huo & Wang, 2024). This lack of dedication severely impacts the quality of teaching and talent cultivation. Due to a lack of clear career goals and a strong sense of professional identity, some young teachers have a negative attitude towards teaching work, often treating it with indifference. For example, some young teachers may lack patience and are unwilling to invest time in course preparation, resulting in poor classroom performance and generally unsatisfactory student results. This lack of professionalism not only affects students' learning enthusiasm and outcomes but also diminishes the overall teaching quality and social reputation of the institution.

When young teachers lack professional identity, they often fail to view teaching as an essential part of their career, which results in insufficient investment and passion. This negative attitude can further affect their teaching behaviors, such as inadequate lesson preparation and weak classroom management, ultimately leading to a decline in teaching quality. Furthermore, young teachers with weak professional identity may also neglect individual student differences, failing to provide tailored instruction, which exacerbates the ineffective teaching results^[3].

2.2 Overemphasis on Research, Neglect of Teaching, and Ignoring Student Growth

In the current higher education evaluation system, research achievements are often regarded as an important measure of a teacher's ability and level due to their quantifiable and comparable nature. Under this evaluation system, some young teachers devote a substantial amount of their time and energy to research projects in pursuit of personal promotion and academic status, neglecting the core value and significance of teaching. This phenomenon not only leads to a noticeable decline in teaching quality but, more critically, places student growth and development as secondary or even completely disregards it.

The following issues arise as a result of the emphasis on research at the expense of teaching:

First, decline in teaching quality: When young teachers prioritize research, they tend to reduce their investment in teaching, such as insufficient lesson preparation, limited classroom interaction, and a lack of teaching innovation. These behaviors directly lead to a deterioration in teaching quality, preventing students from gaining adequate knowledge and skills. Additionally, the pressure from research demands may cause teachers to experience professional burnout, further impacting teaching outcomes.

Second, hindrance to student growth: Teaching is not just a process of imparting knowledge but a crucial phase for the development of students' critical thinking, innovative abilities, and comprehensive qualities. If young teachers neglect their teaching responsibilities, it directly hampers the overall development of students. Students may lose interest in learning due to a lack of effective guidance and encouragement, and some may even develop an aversion to studying. Moreover, the lack of opportunities for in-depth interaction with teachers can prevent students from accessing valuable growth resources and support.

Third, imbalance in the allocation of educational resources: As higher education resources are limited, when young teachers overly focus on research, the distribution of resources between research and teaching may become imbalanced. This not only hinders the improvement of teaching quality but may also affect the sustainable development of research work. Teaching shortcomings may limit the depth and breadth of research, thus affecting the quality and impact of academic outcomes.

Fourth, unhealthy academic atmosphere: Some young teachers, in their pursuit of research quantity and speed, may resort to improper methods, such as academic misconduct. This unhealthy academic atmosphere damages the reputation and image of the academic community and can negatively influence students, leading them to form incorrect values and academic attitudes^[4].

2.3 Insufficient Moral Awareness and Deviant Behavior

Some young teachers have insufficient moral awareness and lack an in-depth understanding of professional ethics standards, resulting in deviant behaviors such as disseminating erroneous ideas or accepting bribes from students, which severely harm the teacher's professional image and the school's reputation.

First, in terms of moral awareness: Some young teachers have a limited understanding of professional ethics, often focusing only on the superficial aspects of ethical norms and neglecting their deeper significance (Zhang & Zhang, 2024). They may fail to fully realize the responsibility they bear as educators to guide students in forming correct values and cultivating good moral character. Moreover, the lack of self-reflection and critical thinking is a key issue. In the field of professional ethics, self-reflection is crucial for improving awareness. However, some young teachers may lack the ability to self-assess, making it difficult for them to recognize improper behaviors or biased ideas in their educational practices. Additionally, young teachers are vulnerable to external negative influences: in the era of information overload, they face numerous external temptations and challenges. Without strong professional ethical beliefs, they may unconsciously be influenced by unhealthy societal trends, deviating from ethical standards.

Second, in terms of deviant behavior: During teaching, some young teachers may unconsciously spread incorrect ideas that contradict the core socialist values, such as extreme individualism and hedonism. These ideas not only hinder students from forming correct worldviews, life views, and values but may also negatively impact their psychological well-being. In some cases, young teachers may accept students' gifts or other forms of bribery for personal gain. Such behavior violates professional ethics and severely damages the fairness and justice of education, reducing public trust in teachers. Additionally, some young teachers may exhibit careless or irresponsible teaching attitudes, ignoring students' individual differences and needs, and using rigid teaching methods. This leads to a decline in teaching quality and demotivates students, negatively affecting their interest in learning.

3. Countermeasures for Enhancing the Professional Ethics of Young Teachers in Vocational Undergraduate Education from the Perspective of Ideological and Political Education in Courses

3.1 Improve Moral Cognition and Perfect the Evaluation Mechanism

Universities should strengthen the moral education of young teachers by organizing regular ethics

training, lectures, and other forms of activities to deepen their understanding of the professional ethics of teachers and enhance their moral cognition. At the same time, young teachers should be encouraged to participate in various ethical practices and public welfare activities to translate theoretical knowledge into practical action. By strengthening moral education, universities can guide young teachers to establish correct professional ideals and moral values, thus cultivating noble professional ethics.

On one hand, a systematic teacher ethics training system should be established:

First, regular ethics training: Universities should develop a teacher ethics training plan to ensure that young teachers receive a certain number of hours of ethics education every year. The training content should include basic norms of teacher professional ethics, the social responsibilities of teachers, educational ethics case analysis, etc., aiming to help young teachers deeply understand the connotation and requirements of teacher professional ethics^[5].

Second, special lectures and workshops: Invite ethical role models and educational experts to give special lectures, sharing their educational experiences and stories of upholding professional ethics. Meanwhile, organize ethics-building workshops, where group discussions, role-playing, and other forms are used to enhance young teachers' engagement and practical ability.

On the other hand, practical, action-oriented moral education activities should be strengthened. First, encourage young teachers to participate in community service, teaching assistance, environmental protection volunteer activities, and other activities to translate theoretical knowledge in moral education into actual practice. These activities not only allow young teachers to experience social responsibility and dedication but also foster interactions with students, parents, and community members, enhancing mutual understanding and respect.

Second, regularly organize practical ethics case analysis meetings, selecting both positive and negative teacher ethics cases from home and abroad for analysis and discussion. This will guide young teachers to draw lessons from these cases, reflect on their own educational behavior, and improve their moral judgment.

Additionally, a sound incentive mechanism and evaluation system should be established to motivate teachers' self-improvement. Universities should establish a comprehensive evaluation mechanism for teacher professional ethics (Zhao Hanqiang & Liu Liping, 2023). The evaluation mechanism should include multiple dimensions, such as student evaluation, colleague evaluation, and leadership evaluation, ensuring fairness and comprehensiveness. By linking evaluation results to faculty promotion, performance-based salaries, and other aspects, young teachers will be encouraged to improve their professional ethics. Furthermore, organizing various team-building and recreational activities will enhance communication and cooperation among teachers, promoting the collective improvement of teachers' professional ethics^[6-10].

3.2 Strengthen Self-Cultivation and Deeply Explore Ideological and Political Elements in the Curriculum

Young teachers should consciously improve their own moral cultivation and enhance their sense of professional identity and mission. They should pay attention to self-education and self-cultivation by continuously learning and reflecting to improve their moral quality and teaching ability. During the teaching process, teachers should always maintain a spirit of dedication and responsibility, care about students' growth and development, and contribute to their overall development. From the perspective of ideological and political education in courses, young teachers should deeply explore the ideological and political elements in the curriculum and integrate ideological and political education into the teaching of professional knowledge. They should actively explore new ideas and methods for educational reform, innovate teaching models and methods, and improve the effectiveness of ideological and political education in courses. At the same time, teachers should focus on enhancing their own ideological and political education and theoretical level, strengthening their ability to grasp the correct direction and public opinion, and provide strong support for students' ideological and political education.

First, integration of ideological and political education with the major. Vocational undergraduate teachers need to deeply explore the ideological and political elements in professional courses, such as industry norms, professional ethics, craftsmanship spirit, etc., and organically integrate them into classroom teaching. This will help students not only master professional skills but also establish correct professional concepts, thus enhancing their professional ethics. In addition, innovative methods of ideological and political education should be explored, combining the characteristics of the major by

using methods such as case teaching, project-based training, and role-playing to help students understand the connotation of ideological and political education through practice, thereby enhancing its relevance and effectiveness.

Second, focus on students' overall development. In the educational process, young teachers in vocational undergraduate institutions should focus on cultivating students' professional qualities. Through classroom discussions and practical training, they should improve students' teamwork, communication, and innovation skills, laying a solid foundation for their future career development.

Third, pay attention to mental health education: Vocational undergraduate students may face psychological challenges due to employment pressure and academic challenges. Young teachers should be concerned about students' mental health and provide psychological counseling and team-building activities to help students develop a positive mindset and cope with various challenges^[11].

3.3 Build a Good Campus Cultural Atmosphere and Promote Academic Exchange and Cooperation

Universities should build a good campus cultural atmosphere to provide a favorable external environment for enhancing the professional ethics of young teachers (Kosholap et al., 2021). Universities should take the construction of teacher ethics and style as the core of campus culture construction by formulating teacher ethics norms and carrying out ethics selection activities to establish a group of exemplary young teachers with noble ethics and excellent teaching. These role models will play a leading role in guiding others. At the same time, universities should strengthen supervision and punishment of unethical behaviors, forming a clean and upright campus environment that provides strong support for the improvement of young teachers' professional ethics.

Universities should actively build academic exchange platforms and encourage young teachers to participate in domestic and international academic exchanges and cooperation, broadening their academic horizons and perspectives. Through academic exchanges, young teachers can learn advanced teaching concepts and methods, thereby improving their professional competence and teaching ability. At the same time, exchanges also enhance mutual understanding and friendship among teachers, forming a good academic atmosphere and spirit of cooperation.

Young teachers face multiple pressures from teaching, research, and life, which can lead to psychological issues and professional burnout (Tsyganenko et al., 2021). Universities should pay attention to the mental health of young teachers, provide psychological counseling and support services to help them relieve stress, adjust their mindset, and maintain a positive and proactive working state. Through mental health education, young teachers will better understand themselves and improve themselves, thus putting more energy and enthusiasm into their teaching work.

The whole society should work together to create a social atmosphere that respects and values teachers. The government should increase investment and support for higher education and improve the social status and treatment of teachers; the media should increase coverage of the deeds of outstanding teachers, promoting a social atmosphere of respecting and valuing teachers; and all sectors of society should respect the labor and hard work of teachers, providing them with convenience and support for their work and life. Through the joint efforts of society, a good atmosphere of respecting teachers will be formed, providing strong support for the improvement of the professional ethics of young teachers.

Conclusion

The enhancement of the professional ethics of young teachers in vocational undergraduate education is a systematic project that requires the joint efforts of universities, society, and individual teachers. From the perspective of ideological and political education in courses, universities should strengthen the moral education of young teachers, establish a sound evaluation mechanism, strengthen self-cultivation, and create a positive campus cultural atmosphere. Society should foster an environment that respects and values teachers. Individual teachers should consciously improve their moral cultivation and educational and teaching capabilities. Only by doing so can the professional ethics of young teachers in vocational undergraduate institutions be comprehensively enhanced, contributing to the cultivation of more high-quality applied talents.

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