

# Research of Meanings and Effects on the Teachers of Local Applied Universities to the "Four Unifications" about idea of Teacher' Morality

Min Chen, Lei Yan, Longfei Cheng

Chongqing Three Gorges University, Chongqing 404020, China

## Abstract

**This article is based on the "Four Unifications" theoretical of teachers' morality proposed by General Secretary Xi Jinping, and takes the local applied university teachers as the research object, and combines with the current network exposure of some university teachers who violate teacher' morality behavior. In-depth analysis of the problems existing in the construction of morality and their origins, and put forward effective solutions, so as to enhance the construction of teachers' morality and the effect of educating people in colleges and universities, and establish an advanced model of noble teachers' morality and professionalism.**

## Keywords

**Four Unifications; Local Applied Universities; Teacher' Morality.**

## 1. Research Background

Since the 1990s, with the rapid development of modern science and technology with information technology as the core, globalization has made the whole world into a linked organic whole. Globalization, as a double-edged sword, has brought us development cooperation. Along with the opportunities, it also brings certain challenges. In the context of globalization, with the deepening of ideological and cultural exchanges between countries, Western countries have adopted various methods to infiltrate and attack my country's ideological field, thereby distorting my country's historical facts, slandering the Communist Party, attacking and vilifying the socialist system, and shaking the foundation of China's ideological culture, forming a serious impact on the socialist core values, and attempting to peacefully evolve China's social system [1]. It can be seen that the struggle in the ideological field is very serious and measures must be taken to deal with it. College students are the builders and successors of socialist modernization. They need to distinguish the truth from the false in a complex information environment and establish correct values. As the value leaders and guides of students, the quality of college teachers is directly related to the country of the healthy growth of the next generation. Therefore, college teachers are in a crucial position in the practice of ideological and political education in colleges and universities.

Since the national college enrollment expansion at the end of the last century, my country's higher education has basically realized the transformation from the elite type to the popular one. In realizing the historic leap of the goal of popular education, the local application-oriented colleges and universities play a very important role. According to statistics, the number of local application-oriented colleges and the number of students studying in local ordinary colleges both account for more than 90% of the national total[2], which has become the main part of my country's higher education system. Therefore, the development level of local application-oriented universities determines the overall development level of my country's higher education and the speed and quality of the popularization of higher education. In the course of popularization development, local application-oriented colleges and universities are faced with

the dilemma of high student-teacher ratio, shortage of funds, frequent problems in school management, and declining teaching quality. Among the many factors affecting the development of local application-oriented colleges and universities, the construction of teachers' morality and style occupies an important position. In the field of ideology, teacher morality is not only the ideological driving force for school development, but also an extremely important part of connotation construction in the development of local application-oriented universities<sup>[3]</sup>. Teachers play an important role in preaching, accepting careers, dispelling doubts and shaping the soul, and their overall quality is directly related to the overall quality of local application-oriented college teachers and the effect of ideological and political education for college students, and directly affects the local application-oriented colleges. The quality of personnel training and the level of running schools. Strong teachers make strong education. Only a country with excellent teachers can improve the quality of education and enhance the core competitiveness of the country; Strong education makes the country strong. In all respects as a part of the effect to rejuvenate the Chinese nation, our need for higher education is more urgent than ever before. Under this specific background, it is particularly important to strengthen the construction of teachers in Local Application-oriented Universities to practice the "Four Unifications" concept of teacher ethics.

## 2. Existing problems

By integrating and analyzing the research results of teachers' ethics in colleges and universities at home and abroad, the research is systematic in theory and practice, and the rich research results have important reference significance for solving the problems of teachers' ethics in local application-oriented colleges and universities. However, there are still some problems in the existing literature, mainly as follows:

(1) The theoretical depth is not enough. The academic research only studies the ethics of teachers in colleges and universities superficially, but seldom conducts deeper and more comprehensive studies in combination with the historical background, psychological characteristics, professional characteristics and the basic ideas that should be followed in the construction of teachers' ethics in colleges and universities.

(2) There is not enough research on the disaggregation of objects. As far as the current research literature is concerned, most scholars only draw conclusions through purely theoretical descriptions, and lack actual investigation and research by region, school-running level, and category, especially research on teachers' Morality in Local Applied Universities.

(3) The operability of countermeasures is not strong. The construction of teachers' morality in colleges and universities must be related to the internal and external environment and different educational subjects in the actual operation process. The existing research countermeasures are not very operational. For example, many scholars have mentioned the quantification of teachers' ethics evaluation indicators, but there is no specific explanation on how to combine the actual operation of regional universities, which makes these indicators difficult to implement due to the lack of operability. With the changes of the times and the rapid development of information technology, the requirements for teachers' Ethics in Local Application-oriented Universities are more stringent in the new era. The previous countermeasures and suggestions are slightly lagging behind and need to be optimized and improved.

(4) The research perspective is relatively single. Through the analysis of the existing literature, in the study of teachers' Ethics in Colleges and universities, most studies only choose a certain aspect or perspective, which is inevitably limited by the research perspective, and lack of systematic discussion from multiple perspectives or as a whole. In particular, the research

perspective based on the "Four Unifications" moral concept is rarely involved in the academic community, so it is impossible to build a systematic and comprehensive theoretical system.

To sum up, the construction of teachers' Ethics in Colleges and universities is a complex and systematic project. In the current practice of the construction of teachers' Ethics in Colleges and universities, in order to enhance the effectiveness of the implementation path of the construction of teachers' Ethics in Colleges and universities, we must combine the actual development of each region and each university to achieve comprehensive and systematic innovation in the concept, approach, method, system and environment of the construction of teachers' ethics.

### 3. Practice strategy and function

Based on the characteristics of teachers in local application-oriented colleges and universities, the author believes that we should carry out research on the importance of strengthening the construction of teachers' Ethics in Local Application-oriented Universities in the new era, and the existing problems in the construction of teachers' morality and style in local application-oriented colleges and universities in the new era, as well as the implementation path of strengthening the construction of teachers' morality in local application-oriented colleges and universities.

Based on the above practice strategies, the author believes that the significance of practicing the "Four Unified" concept of morality is as follows:

(1) It is conducive to enhancing the education effect of local applied colleges and universities. In recent years, the foothold of China's educational development has always adhered to education oriented and moral education first, among which moral education is the fundamental task of higher education. The classroom in Colleges and universities is the main position for moral education, and the morality of college teachers will directly affect the formation of students' values. Therefore, strengthening the research on Teachers' practicing the "Four Unified" of teachers' morality in local applied universities can play an exemplary role of teachers, so as to effectively realize the important task of building morality and cultivating people in colleges and universities.

(2) It is conducive to promoting the quality development of teachers in local applied universities. To strengthen the construction of teachers' self-conscious practice of the "Four Unifications" concept of teacher ethics, the first beneficiary is the university teachers themselves, and teachers use their own positive, healthy and upward teacher ethics to influence students imperceptibly. The research on the practice of the "Four Unified" view of teacher ethics by teachers in local applied colleges can not only improve teachers' understanding of the "four Unified" view of teacher ethics, but also transform it from theory to concrete behavior through specific implementation paths, cultivate their good habits of teacher ethics, so as to promote the all-round development of their own quality.

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