

# The Exploration of High School Moral Construction's Path from the Logic of Subject and Object by Ideological and Political Teachers

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**Abstract:** The construction of teacher ethics in high school ideological and political courses is of great significance for cultivating students' correct values and promoting the high-quality development of ideological and political education. It is the key to explore the construction path from the logic of subject and object. At the main level, it focuses on the improvement of the professional quality of ideological and political teachers, strengthens their education and teaching ability, in-depth grasp of ideological and political theories, and deep understanding of the connotation of teacher ethics, and stimulates the internal driving force of teachers' self-development and shapes the noble teacher ethics through regular training and academic seminars. At the object level, we pay attention to students' needs and feedback, build a harmonious teacher-student relationship, and optimize the direction of teacher ethics construction based on student growth. At the same time, it is necessary to create a good education ecology, improve the school management system, and give full play to the role of social supervision and support, so as to provide a solid guarantee for the construction of teachers' morality. The purpose of this study is to explore the feasible path of moral construction for high school ideological and political teachers with the help of subject-object logic analysis, improve the effectiveness and quality of ideological and political education, and help cultivate new talents in the era with all-round development of morality, intelligence, physical fitness, aesthetics and labor.

**Keywords:** teacher ethics construction; subject-object logic; Path analysis

## 1. Introduction

Ideological and political courses in high school are the key courses to implement the fundamental task of cultivating morality and cultivating people, and play an irreplaceable role in guiding students to establish a correct world outlook, outlook on life and values. As the main implementer of the curriculum, the moral level of ideological and political teachers directly affects the teaching effect and the growth of students. Exploring the path of teacher ethics construction of high school ideological and political teachers from the perspective of subject-object logic is helpful to comprehensively improve the quality of teacher ethics construction from the perspective of teachers' own subject factors, students, educational environment and other object factors.

## 2. An overview of teacher ethics and teacher ethics construction

Morality is people's values and code of conduct, and it is the understanding and regulation of good and evil and behavioral norms, which determines the way we evaluate and deal with the behavior of ourselves and others, and helps individuals live in harmony with others and society. Professional ethics refers to the ethics that people engaged in a certain profession should follow in professional labor activities, that is, the specific embodiment of general social morality in professional life, including both internal constraints and external mandatory restraint mechanisms. Teachers' professional ethics refers to the behavioral norms or codes of conduct that teachers should abide by in their professional life to regulate and deal with the relationship with others, society, collectives, and professional work, as well as the conceptual awareness and behavioral qualities that they show in these aspects<sup>[1]</sup>. Therefore, in addition to having basic professional ethics, high school ideological and political teachers also need to give full play to the advantages of personal quality and correctly handle the relationship with students, parents, schools and other social organizations. On the basis of the connotation of teachers' professional ethics, the construction of teacher ethics is a process of improving teachers' ability to deal with students,

parents, schools and other social relationships through external coercion or personal internal understanding, and improving teachers' professional ethics. Strengthening the moral construction of high school teachers in the new era is the key content of promoting the construction of the teaching force, and it is also a key part of the educational cause.

### **3. The path of moral construction of high school ideological and political teachers based on the main logic**

#### ***3.1. High school ideological and political teachers should enhance their understanding of professional ethics***

"The substantive pursuit of moral education is to realize the moral education of the subject." <sup>[2]</sup> High school ideological and political teachers should deeply understand the connotation and value of professional ethics. Ideological and political education is not only a simple knowledge, but also a process of value shaping and soul cultivation. Teachers' professional ethics require them to uphold loyalty and love for education, and regard ideological and political education as a great cause, not just a profession. This passion drives teachers to devote themselves to teaching, constantly explore innovative teaching methods, and strive to improve the quality of teaching, just to bring students better and more in-depth ideological and political education.

Strengthening teachers' understanding of the responsibility of educating people is an important part of improving professional ethics. High school is a critical period for the formation of students' ideological concepts, and the words and deeds of ideological and political teachers may have a profound impact on students. Teachers should make it clear that they are not only the teacher of knowledge, but also the guides on the path of students' growth. In the process of teaching, we pay attention to teaching by word and deed, and infect students with our own moral character, professionalism and responsibility. For example, when explaining the ideological and political content of "responsibility and responsibility", teachers take their own perseverance and dedication in educational work as an example, so that students can truly feel the weight of responsibility and guide students to establish a sense of responsibility for their families, society and country. Through the infiltration of daily teaching, the responsibility of educating people in professional ethics is transformed into practical actions, so as to help students shape a sound personality and cultivate good morality.

To improve the understanding of professional ethics, teachers need to constantly update their educational concepts and keep up with the pace of the times. With the rapid development of society, students' ideological concepts and behaviors are constantly changing, and ideological and political education is facing new challenges and opportunities. Ideological and political teachers should pay attention to social hot issues and cutting-edge theoretical trends, and integrate them into the teaching content, so as to make ideological and political courses more contemporary and attractive. At the same time, it recognizes that students are the main body of learning, respects students' individual differences and innovative thinking, and adopts diversified teaching methods to stimulate students' interest and initiative in learning. For example, multimedia teaching, group discussions, social practice and other methods are used to deepen students' understanding of ideological and political knowledge and cultivate their independent thinking and problem-solving skills. This kind of updating and practice of educational concepts reflects the deep understanding of ideological and political teachers on the requirements of keeping pace with the times in professional ethics.

#### ***3.2. High school ideological and political teachers should properly handle the teacher-student relationship***

In the high school education system, ideological and political courses bear the important mission of shaping students' correct world view, outlook on life and values, and the construction of teacher ethics of high school ideological and political teachers is the key factor that determines the effectiveness of ideological and political education. Among them, properly handling the relationship between teachers and students is of great significance for improving the level of moral construction of high school ideological and political teachers.

Teachers' autonomy is the fundamental factor that determines the effectiveness of teacher ethics construction, and it is also an advanced stage of teacher ethics development<sup>[3]</sup>. The harmonious relationship between teachers and students is the intuitive embodiment of the construction of teacher ethics. Teachers' respect and care for students is the cornerstone of a good teacher-student relationship,

and it is also the core element of noble teacher ethics. Senior secondary ideological and political teachers should fully respect the personality differences of students, whether they are cheerful or introverted, strong or weak in learning, and give them equal opportunities to express their views and participate in class discussions. In the face of students' different opinions, we do not rush to deny, but listen patiently and guide, encourage students to think independently and cultivate their critical thinking with an inclusive attitude. This kind of respect makes students feel valued, thus narrowing the distance between teachers and students, and also demonstrates the teacher's broad mind and noble moral sentiments.

Caring for students' learning and life is an important embodiment of ideological and political teachers' morality. Teachers should pay attention to students' difficulties in the process of ideological and political learning, not only in theoretical understanding, but also in how to apply ideological and political knowledge to life practice. Regularly communicate with students about learning experiences and provide personalized learning suggestions for students' problems at different stages of learning to help them overcome learning obstacles and improve learning results. At the same time, high school students are facing academic pressure, interpersonal relationships and other challenges, teachers should be keenly aware of students' troubles in life, give psychological support and guidance, so that students feel warmth and care on the road to growth, which is a vivid footnote of teacher ethics.

From a higher level, properly handling the relationship between teachers and students will help create a positive educational ecology and strengthen the external environment for the construction of teachers' ethics. In a class or campus with a harmonious relationship between teachers and students, positive energy can be spread, and students' recognition of ideological and political courses will increase, and they will be more willing to accept the values and moral concepts transmitted by teachers. This good educational atmosphere, in turn, motivates teachers to continuously improve their own moral cultivation, forming a virtuous circle. Teachers influence students with their own pedagogical demeanor, and the positive feedback from students prompts teachers to pursue a higher level of pedagogical ethics and jointly promote the development of campus culture in a healthier and more positive direction.

### ***3.3. High school ideological and political teachers need to enhance their knowledge of education laws and regulations***

Education laws and regulations are the basic norms of educational behavior, and high school ideological and political teachers can clarify their rights and obligations by studying education laws and regulations in depth, so as to standardize teaching behaviors and provide a solid institutional guarantee for the construction of teacher ethics. The Education Law of the People's Republic of China, the Teachers Law and other laws and regulations stipulate the responsibilities and missions of teachers at the macro level, and require teachers to abide by the Constitution, laws and professional ethics, and to be role models. By systematically studying these laws and regulations, teachers can clearly understand the code of conduct that they should follow in the process of education and teaching, and avoid behaviors that violate teacher ethics. For example, in teaching activities, strictly abide by the provisions of education laws and regulations on the formulation of teaching plans, curriculum arrangements, academic evaluation, etc., to ensure that teaching activities are carried out in an orderly manner, and to reflect respect and responsibility for education, which is the basic requirement of teacher ethics.

Strengthening the study of education laws and regulations will help teachers better protect the rights and interests of students, which is the core embodiment of teacher ethics construction. Students are the main body of education, and students in high school are in a period of rapid physical and mental development, which needs to be fully cared for and protected by teachers. The Law on the Protection of Minors, the Law on the Prevention of Juvenile Delinquency and other laws and regulations have clarified the responsibilities of teachers in protecting students' safety, physical and mental health, and personal dignity. By studying these laws and regulations, ideological and political teachers can be keenly aware of the risks that students may face in their daily teaching and life, and take effective measures to prevent them. For example, when it is found that a student is being bullied or facing psychological pressure on campus, teachers should communicate and cooperate with the school and parents in a timely manner in accordance with the requirements of laws and regulations, provide necessary help and support to students, safeguard the legitimate rights and interests of students, and demonstrate the moral demeanor of caring for students.

The study of education laws and regulations can also enhance teachers' awareness of the rule of law, and then promote the integration of rule of law education into ideological and political classrooms, which is the requirement of the times for the construction of ideological and political teachers' moral

education. As the main front for cultivating students' ideological and political literacy, ideological and political courses undertake the important task of cultivating students' concept of the rule of law. Only when teachers have solid legal knowledge and a strong sense of the rule of law can they explain legal knowledge in simple terms in the classroom and guide students to establish a correct concept of the rule of law. For example, when explaining ideological and political content such as "governing the country according to law" and "citizens' rights and obligations", teachers combine specific cases of education laws and regulations to let students understand the practical application of law in social life, and cultivate students' awareness of respecting the law, learning the law, abiding by the law, and using the law. This process of integrating rule of law education into ideological and political teaching not only reflects teachers' professional grasp of teaching content, but also demonstrates teachers' moral responsibility to actively perform their educational responsibilities and cultivate new talents of the times.

#### **4. The Path of Teacher Ethics Construction of High School Ideological and Political Teachers Based on Object Logic**

##### ***4.1. Pay attention to students' needs and feedback***

Under the influence of the modern concept of education, teachers are more inclined to regard the influence on students' growth as the focus of teacher ethics<sup>[4]</sup>. In high school, students face academic pressure, interpersonal relationships and other challenges, and ideological and political teachers should become the guardians of their souls. When students are facing setbacks and falling into confusion, teachers should give emotional support and encouragement, guide students to use the dialectical thinking learned in ideological and political courses to look at difficulties, and cultivate a positive and optimistic attitude. For example, when explaining the principle of "the progress and twists and turns of the development of things", combined with the actual life of students, help them realize that setbacks are the only way to grow, and encourage them to face them bravely, which is not only the imparting of knowledge, but also the in-depth care for students' psychological needs, reflecting the noble teaching ethics of teachers.

Paying attention to students' feedback is an important way to promote teaching and learning and deepen the construction of teachers' ethics. Students' feedback is a mirror that clearly reflects the effectiveness and shortcomings of teaching. Ideological and political teachers should build multiple feedback channels, such as classroom discussions, after-class exchanges, and written questionnaires. After explaining the content of the "Core Values of Socialism", through the feedback of the students, the teacher may find that the students have doubts about the practice of the values in real life. Based on this, teachers adjust their teaching strategies in a timely manner, organize social practice activities, and let students go into the community, participate in volunteer services, and feel and practice the core values of socialism in practice. This process of continuous optimization of teaching based on student feedback shows the unremitting pursuit of teaching quality and respect for the subjective status of students, and enriches the connotation of teacher ethics.

##### ***4.2. Create a good school education environment***

In the high school education system, the construction of teacher ethics of ideological and political teachers is the key to cultivating students' correct values and shaping a sound personality. Schools should focus on building a positive campus culture and create a strong spiritual atmosphere for the construction of ideological and political teachers. By carrying out campus cultural activities with distinct themes, such as holding the selection and commendation activity of "Model Teacher Ethics", we will vigorously publicize the typical deeds of ideological and political teachers who love their jobs, care for students, and selfless dedication, so that these outstanding teachers can become role models for all teachers to learn from, and stimulate the pursuit of noble teacher ethics among ideological and political teachers. At the same time, school should create a campus environment rich in cultural heritage, set up an ideological and political education cultural corridor on the campus, and display the development process of Marxist theory. It can not only provide students with a place to study, but also remind ideological and political teachers to keep in mind the educational mission, adhere to the bottom line of teacher morality, and enhance the sense of identity and belonging to the cause of ideological and political education.

A sound school management system is a solid backing to ensure the moral construction of

ideological and political teachers. Schools should establish and improve a scientific and rational teaching evaluation system, change the evaluation method that is purely based on students' test scores, and include the moral performance of ideological and political teachers in important evaluation indicators. A comprehensive evaluation was carried out from multiple dimensions such as teaching attitude, degree of care for students, and effectiveness of student value guidance, so as to encourage ideological and political teachers to pay attention to the improvement of their own teacher ethics in the teaching process. At the same time, establish a strict supervision mechanism for teachers' ethics, supervise the teaching behavior of teachers throughout the process, and once it is found that there is a violation of teachers' ethics, they will be dealt with seriously and will not be tolerated, so as to form a clean and upright educational environment.

#### ***4.3. Give play to the role of social supervision and support***

The system is the unity of external law and internal value, which is not only a structured and procedural existence, but also a value existence and moral existence<sup>[5]</sup>. Social supervision is an external constraint that motivates high school ideological and political teachers to adhere to the bottom line of teacher morality. As an important force in social supervision, the media should give full play to its characteristics of wide dissemination and great influence, and vigorously publicize the positive deeds of ideological and political teachers, such as reporting on those ideological and political teachers who have been rooted in the front line of education for a long time and have cultivated batch after batch of outstanding students with noble teacher ethics and professional qualities, and stimulate the sense of professional honor and responsibility of the majority of ideological and political teachers through typical demonstrations, and guide them to keep up with their role models. At the same time, the media should also uphold an objective and fair attitude to expose individual behaviors that violate teachers' ethics, so as to form a strong public opinion pressure and urge teachers to be vigilant at all times and strictly abide by professional ethics. This kind of supervision by public opinion is like a double-edged sword, which not only promotes healthy tendencies but also deters bad behavior, and effectively maintains the good image of the contingent of ideological and political teachers.

Social support is a powerful driving force to promote the moral construction of high school ideological and political teachers. Enterprises, public welfare organizations and other social forces can help ideological and political teachers grow professionally and improve their ethics by providing resource support. Enterprises can set up an education fund to reward ideological and political teachers with noble morals and outstanding teaching achievements, and encourage them to continue to make progress in the cause of education. Public welfare organizations may organize and carry out public welfare activities such as mental health counseling and career development planning for ideological and political teachers, pay attention to teachers' physical and mental health and career development needs, help teachers relieve work pressure, and improve professional well-being, so as to devote themselves to ideological and political education work with more enthusiasm and better practice teacher ethics norms.

### **5. Conclusions**

Starting from the logic of subject and object, we should not only pay attention to the improvement of teachers' own main factors, including ideological and political literacy, professional ethics cultivation, professional ability development and self-reflection and growth, but also pay attention to the influence of object factors such as students' needs, school education environment and social supervision and support. Through the synergy between the subject and the object, we should build an all-round and multi-level path for the construction of teacher ethics, continuously improve the level of teacher ethics of high school ideological and political teachers, and provide a strong guarantee for cultivating socialist builders and successors with all-round development of morality, intelligence, physical fitness, aesthetics, and labor. In the future education practice, it is necessary to continuously explore and improve the path of teacher ethics construction to adapt to the new requirements of high school ideological and political education in the new era.

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