

Research and Practice on online evaluation model of teachers' ethics and style in Higher Vocational Colleges in the New Era --Take e-commerce major as an example

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Abstract. The construction of online evaluation processing model of teachers' ethics and style in higher vocational colleges must go deep into the front line of teaching and be scientifically formulated according to the cognitive status of teachers and students and the internal requirements of school development. Based on the questionnaire survey on the problems related to the construction of online evaluation model of teachers' ethics and style for teachers and students majoring in e-commerce, this paper finds and analyzes the difficulties and puzzles existing in the current school teachers' ethics and style evaluation model from the first-hand data, and constructs a model composed of positive list and negative list by determining the index content, negative list, parameter score, computer system support, etc Online evaluation and processing model system of teachers' ethics and style, which is convenient for assessment, evaluation, publicity and education. Among them, the positive list is composed of patriotism and law-abiding, love and dedication, care for students, teaching and educating people, being a teacher, rigorous scholarship and serving the society. The negative list provides the "bottom line" for teachers from the aspects of ideology, politics, discipline, work and life style.

1 Introduction

The report of the 19th National Congress of the Communist Party of China clearly stated that it is necessary to "strengthen the construction of teachers' morality and style, train high-quality teachers, and advocate the whole society to respect teachers and attach importance to teaching", which pointed out the direction for the construction of teachers' morality and style in the new era. ^[1]The Opinions on Comprehensively Deepening the Reform of Teachers' Team Construction in the New Era issued by the CPC Central Committee and the State Council puts forward that, "Pay attention to strengthening the supervision and supervision of teachers' ideological and political quality, teachers' morality and ethics, strengthen the evaluation of teachers' morality, embody rewarding the superior and punishing the inferior, implement the negative list system of teachers' morality evaluation, establish teachers' personal credit records, and improve the disciplinary mechanism of honesty commitment and dishonesty".^[2]The Code of Professional Ethics for Teachers in Colleges and Universities promulgated by the Ministry of Education and other departments expounds the norms of teachers' ethics in colleges and universities from six aspects: "patriotism and law-abiding, dedication and love for students, teaching and educating people, rigorous scholarship, serving the society and being a model for others". The construction of teachers' morality and style is not only related to students'

growth and teachers' development, but also related to the improvement of the education level of the whole society, and more related to the implementation of the goal and task of "people's satisfactory education". Establishing a scientific and reasonable evaluation system is a powerful means to implement the construction of teachers' morality and style.^[3]

2 The Problems that Need to be Considered in the Construction of the Evaluation System of Teachers' Morality and Ethics in Higher Vocational Colleges

Teachers' morality and style are teachers' professional ethics and work style, including teachers' professional ethics, professional spirit, ideas and other aspects. Political stand, professional ability and professional quality are all the contents of the construction of teachers' morality, in which scientific evaluation plays an important leading role and is also an important means of the construction of teachers' morality and style. From 2011 to 2018, the Ministry of Education issued guiding documents such as "Professional Ethics for Teachers in Colleges and Universities" and "Ten Guidelines for Professional Behavior of College Teachers in the New Era". Colleges and universities have also formulated their own implementation rules, but there are some shortcomings, such as much moral requirements and less norms for education and teaching; There are many qualitative

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expressions and few quantitative examinations; The index setting is broad, and the classification is not detailed enough. How to combine qualitative and quantitative assessment, set reasonable indicators and parameters, and establish a scientific, reasonable and operable assessment system in the actual assessment of higher vocational colleges are the difficulties in the assessment of teachers' morality and style at present.

2.1 Quantification

Some people think that teachers' morality belongs to the category of morality, which can't be set as indicators and quantified. They think that moral judgment is not a right or wrong question, and it is difficult to judge morality easily. However, some assessment indicators of teachers' morality and style can still be quantified, and quantitative indicators can provide direct basis and convenience for assessment. We should consider the setting of indicators and parameters from multiple angles and levels, establish a scientific and fair evaluation system, and find shortcomings by quantifying the evaluation indicators of teachers' morality, so as to prevent micro-duration.

2.2 The Comprehensive Aspect

There are many ways to evaluate college teachers, At present, annual assessment, democratic assessment, teaching evaluation, scientific research evaluation and so on are commonly used. Among them, teaching and scientific research evaluation are important parameters for teachers' evaluation in most colleges and universities, but high teaching level does not mean high moral level, and strong teaching and scientific research ability does not mean decent style, so these evaluations are often teachers' ability, not teachers' moral sentiment. Moral evaluation is also involved in various existing evaluation forms, but it is rather general, and it is difficult to truly and comprehensively reflect the status of teachers' morality. Objective and fair evaluation must be based on the system structure with clear directivity and wide coverage of evaluation indicators.

2.3 Fairness

The evaluation index scale in the evaluation of teachers' morality is often affected by various factors, which makes the evaluation results unfair. Because the indicators are too general, it is difficult to determine the applicable standards in the evaluation. Even if a unified standard is formulated, it may be influenced by subjective feelings, personal preferences, differences in evaluation standards and their understanding, which leads to deviation in judgment. Therefore, the evaluation of teachers' morality should be objective, fair and scientific, and the grasp of evaluation standards should be based on quantitative and operable indicators.

3 Teachers and Students' Cognition of the Construction of Teachers' Morality and Style in Higher Vocational Colleges

At present, the evaluation of teachers' morality and ethics in most colleges and universities is one-dimensional, from top to bottom, and the standards are formulated from the perspective of managers, aiming at meeting the needs of school evaluation. However, this assessment is utilitarian, It is difficult to objectively reflect and meet the specific needs of practical work. Therefore, it is necessary to investigate from two dimensions of teachers and students majoring in e-commerce by means of questionnaire survey, so as to understand the realistic basis of the construction of teachers' morality and style in schools and give comprehensive consideration to ensure the objectivity and effectiveness of this evaluation system.

The research team designed two sets of questionnaires. One set is the Questionnaire on the Construction of Teachers' Morality and Style (Teacher Questionnaire) (hereinafter referred to as "Teacher Questionnaire"), One set is a "Questionnaire on the Construction of Teachers' Morality and Style" (hereinafter referred to as "Student Questionnaire") for students. A total of 373 questionnaires were distributed to teachers and students, and the respondents included school teachers, administrators, logistics service personnel and students.

3.1 The Analysis of Teachers' Survey Results

Full-time teachers accounted for 66.73%, managers accounted for 17.2%, and other teaching assistants accounted for 16.07%. 16.07% of them have been teaching for less than 5 years, 30.81% for 6-15 years, 36.86% for 16-25 years and 16.26% for more than 26 years. For teachers' career choice, job identity and sense of accomplishment, the questionnaire designed three topics to investigate.

After analysis, it is found that 74.1% love education and aspire to teach, and 70.32% like school working environment and working methods as shown in Fig 1. Among the options of "professional identity", 64.08% answered "suitable and confident and capable of doing better", 29.49% answered "more suitable", 50.67% answered "average" and 0.76% answered "not suitable". The survey of sense of accomplishment found that 58.03% of teachers have a strong sense of accomplishment and pride in their work. It can be seen that most teachers choose the teaching profession because of their sense of profession and status, and the good professional environment of the school. They have a high degree of recognition of their own profession, have the confidence to engage in a good teaching profession, and strengthen the construction of teachers' morality and style, which can be recognized by teachers, maintain a good group image and create a better environment of respecting teachers and attaching importance to teaching.

option	Number of people	Proportion
A.Love education and be determined to teach	78	20.91%
B.Love scientific research and commit to scientific, technological and cultural innovation	64	17.16%
C.More free working hours and stable treatment	55	14.75%
D.Teachers have high social status and good reputation	67	17.96%
E.Like the school working environment and working style	51	13.67%
F.Influenced by parents or family education	44	11.80%
G.Other	14	3.75%

Fig. 1. Professional reasons for teachers' choice [owner-draw]

The survey on the attention of teachers' morality and ethics shows that 55.77% of teachers pay great attention to teachers' morality and ethics, and 42.72% pay more attention to them. The survey on the satisfaction of teachers' morality and ethics shows that 26.09% are very satisfied with the overall situation of teachers' morality and ethics in schools, 54.44% are relatively satisfied and 17.77% are average. These data show that teachers pay high attention to teachers' morality and ethics, which is directly proportional to the career choice of teachers, reflecting teachers' emphasis on the construction of teachers' morality and ethics; From the aspect of satisfaction, it can also reflect that teachers have requirements for improving the current teachers' morality and style. The sample of teachers' questionnaire also shows that teachers think that the construction of teachers' morality and style has a great influence on college students, accounting for 72.02%; Among the "reasons for the decline of teachers' morality", 69% think that it is the influence of bad social atmosphere, 54.25% of teachers' personal quality cultivation is insufficient, 40.64% of school-related management assessment system is imperfect, 23.06% of them lack legal restraint mechanism, and 6.81% of others. Through these data, we can see that teachers generally believe that the construction of teachers' morality and ethics is very necessary, which also provides a reference for setting the index of teachers' morality and ethics evaluation system.

3.2 Analysis of Student Survey Results

Questionnaire samples show that 74% of e-commerce majors are very concerned about teachers' morality and ethics. The survey results of students' satisfaction show that 31.9% of students are very satisfied with the overall situation of teachers' morality, 54.12% are relatively satisfied and 13% are average.

3.3 Comparative Analysis of Questionnaire Data between Teachers and Students

In the investigation of "measures to improve teachers' morality and morals in colleges and universities", teachers' questionnaires show that "strengthening teachers' personal cultivation of teachers' morality" accounts for 73.53%, "strengthening the investigation and evaluation of teachers' moral quality in recruitment" accounts for 58.98%, "establishing punishment mechanism for violating teachers' morality" accounts for 54.06%, and "formulating operable norms for teachers' morality construction" accounts for 52.55%. There is little difference between the selection results of this item in the student questionnaire and the teacher questionnaire. The top four comprehensive items are strengthening teachers' personal morality cultivation, establishing punishment mechanism for violating teachers' morality, strengthening the investigation and evaluation of teachers' moral quality in the recruitment process, and strengthening the construction of teachers' post responsibility system. Comparative analysis shows that teachers' satisfaction with teachers' ethics is lower than that of students, which reflects that teachers in higher vocational colleges have a strong need to strengthen self-construction. Both teachers and students believe that the construction of teachers' morality and style will have a great impact on students' growth. The influence of social atmosphere and teachers' insufficient personal accomplishment are the main reasons for the decline of teachers' morality and style, and the imperfect school management assessment system is also an important reason; While strengthening ideological and political education and improving teachers' comprehensive quality, it is a beneficial attempt to promote the construction of teachers' morality and ethics by establishing an assessment and restraint mechanism and building a scientific and reasonable evaluation system of teachers' morality and ethics; Evaluation indicators

should be set from practical problems to improve the pertinence and practicability of assessment.

4 The Construction Scheme of the Evaluation System of Teachers' Morality and Ethics in Higher Vocational Colleges Based on Reality

In order to build an evaluation system for teachers' morality and ethics of e-commerce specialty, this paper investigates the construction and evaluation methods of teachers' morality and ethics in brother universities. The survey results show that some undergraduate and higher vocational colleges have strictly implemented the requirements of their superiors in the construction of teachers' morality and style, and formulated the standard documents of teachers' morality. However, at present, they have not established a systematic evaluation system, and there is a lack of quantitative indicators in the actual evaluation. The evaluation process and methods are difficult problems. Therefore, it is suggested that in the construction of the evaluation system of teachers' morality and ethics, based on the realistic connotation of teachers' morality, qualitative analysis and quantitative analysis should be combined to form a realistic index system of teachers' behavior norms. By determining the index content, negative list, parameter scores and computer system support, an evaluation system that is convenient for evaluation and publicity and education should be constructed.

4.1 The Index Content

The selection of indicators is a difficult point in the whole system, which should not only list the standardized behavior standards, but also scientifically and reasonably define the violations of teachers' ethics. It is necessary to revise and improve the assessment methods of teachers' morality, improve the long-term mechanism of teachers' morality construction, and carry out the assessment of teachers' morality throughout the whole process of daily education and teaching, scientific research and social services. Implement the negative list system of teachers' morality assessment and establish teachers' morality files. The performance of teachers' morality is regarded as the primary content of teachers' performance appraisal, professional title (position) evaluation, post employment and rewards and punishments. If a teacher has the behavior of prohibiting teachers' morality, he will fail to pass the examination of teachers' morality, and be given corresponding punishment according to laws and regulations, and implement the "one-vote veto" of teachers' morality. Introducing the management concept of points system, the evaluation of teachers is quantified as "workload of ideological and political teachers' morality" and "performance of ideological and political teachers' morality" produced by teachers in education and teaching. There are three levels of indicators: the first level indicators are four parts: loving the party and patriotism, dedicated to Xiu De, being a teacher and contributing to

society; The secondary indicators include ten contents, such as strengthening the political direction, consciously patriotism and law-abiding, spreading excellent culture, concentrating on teaching and educating people, and caring for students; The three-level indicators include political stand, theoretical study, law-abiding, performance of duties, exemplary practice, behavior demonstration, teaching with great concentration, educating people with great concentration, going deep into students, caring for students, rigorous study and sticking to conscience.

4.2 Parameter Scores

In the design of the system, each category is divided into several observation points, and the weights, scoring basis and standards are clearly defined, so as to establish a scientific and comprehensive scoring system. According to the assessment content and indicators, teachers are given corresponding points, and teachers' feelings of home and country are measured by the number of points. The points can be accumulated and valid in their careers. If there is a "one-vote veto" behavior of teachers' morality, the teacher's score will return to zero, counting from zero. Set up bonus items and deduction items. All teachers who are identified by the school as having anomie of teachers' morality will be assessed as unqualified in this year's teachers' morality assessment, and their scores will return to zero. In the assessment and evaluation, according to the score situation, by delineating the score interval, the proportion of the total number of personnel, or measuring the integral growth value within a certain time limit, the teachers' morality situation is "optimized" and "screened", and the grades of teachers' morality assessment are determined. It consists of three parts: departmental evaluation, teacher mutual evaluation and student evaluation. Form the detailed requirements of teachers' morality assessment and evaluation, which is convenient for specific operation and implementation.

4.3 Evaluation Process

According to the evaluation system of teachers' morality and ethics in e-commerce colleges and universities, two levels of management are implemented: schools, internal departments and secondary colleges. The school set up a leading group for teachers' morality and ethics, which is responsible for the construction of teachers' morality and ethics in the whole school, and supervises the implementation and promotion of teachers' morality and ethics. The relevant functional departments are responsible for division of labor, coordination and linkage, and the Teacher Work Department of the Party Committee takes the lead. The Propaganda Department, Academic Affairs Office, Scientific Research Office, Ministry of Education and Industry, Supervision Center, Personnel Department and other departments timely discover and deal with the anomie of teachers' morality and ethics. The college is the main body responsible for the construction of the evaluation system of teachers' morality and ethics. It analyzes and evaluates the phenomenon of teachers' lack

of integrity and violation of teachers' morality. After strict procedure evaluation and confirmation, the person in charge of the Party General Branch will record the illegal and anomie behavior into the evaluation system of teachers' morality and ethics, and record the positive list on the spot. Different management authorities are set in the evaluation system. School leaders, leading departments and Party branch secretaries have the authority to view and manage the system, and department

heads and college administrative leaders have the authority to log in and view the teachers' ethics in their own departments. Through the evaluation system, we can realize the multi-directional and multi-perspective evaluation composed of teachers' self-evaluation, school evaluation team evaluation and other evaluations, and effectively avoid subjective problems in the evaluation process. Lack of behavior clues and reflection channels of teachers' Ethics as shown in Fig 2.

Lack of behavior clues and reflection channels of teachers' Ethics
A.All general Party branches and departments shall timely grasp the information trends of teachers' ethics and style.
B.The publicity department collects and handles complaints and suggestions on Teachers' Ethics in new media such as microblog and wechat.
C.The academic affairs office and the supervision center found and accepted the anomie of teachers' ethics and style in teaching.
D.The scientific research department found and accepted the anomie problems of teachers suspected of academic misconduct.
E.The security office and the trade union found and accepted the anomie of teaching staff in management.
F.The Ministry of study and work and the Youth League Committee make use of the rights protection and supervision role of student organizations in the construction of teachers' ethics and style.
G.Give play to the supervisory role of students and parents.

Fig. 2. Lack of behavior clues and reflection channels of teachers' Ethics[owner-draw]

5 The Characteristics of the Evaluation System of Teachers' Morality and Style in Higher Vocational Colleges

5.1 The Indexing Processing Is Convenient for Assessment

Whether the system construction is effective or not, an important index to measure is whether it is convenient for assessment, and the assessment results can be used. The purpose of the index design of the evaluation system of teachers' morality and ethics in higher vocational colleges is to index the spirit of relevant documents of the state, province and school, so as to facilitate the evaluation. The positive indicators in the index system are the standards and requirements that teachers' professional ethics should meet, while the negative list sets the "bottom line" and shows the "red line" for teachers. This way of positive and negative index evaluation makes the evaluation of teachers' morality and style in higher vocational colleges more operational.^[4]

5.2 The Combination of Evaluation and Daily Management

The indexed content reflects the core content of teachers' morality and style in blocks. The index setting of the

evaluation system of teachers' morality and ethics covers many aspects such as teachers' professional quality, professional ability and professional influence. It is possible to improve the relevant management system according to the evaluation situation, improve the management efficiency by establishing rules and regulations, and effectively implement the requirements of teachers' morality norms throughout teachers' daily management.

5.3 The Combination of Evaluation Results and Rewards and Punishments

Evaluating teachers' morality and ethics through the index system is not only a teacher's morality education, but also a working practice of grasping the school spirit and establishing teachers' morality. The analysis of teachers' morality performance is applied to promote the construction of teachers, and teachers who have good evaluation and model teachers' morality and style are commended in time by rewarding the best and punishing the bad, and advanced models are selected for publicity; At the same time, teachers' moral performance should be linked with teachers' annual assessment, performance appraisal, professional and technical post evaluation, excellent evaluation, cadre selection, etc., and teachers who have lost their moral and anomie behaviors should be dealt with in time and punished accordingly, so as to play a guiding role in assessment and evaluation.

6 Conclusions

The general secretary pointed out: "teachers' morality is the embodiment of profound knowledge cultivation and cultural taste. Teachers' morality needs education and cultivation, but also teachers' self-cultivation." [5] The construction of teachers' morality and style plays a vital role in the whole process of education and teaching, and directly affects the reform process of "three complete education" in the new era. The shaping of good teachers' ethics and style can not be achieved by a single force. Only through the concerted efforts of schools, colleges and teachers and giving full play to the overall joint force effect, can we keep our original intention, create and maintain a clean and positive education ecology, and provide a reliable guarantee for the healthy development of vocational education.

Acknowledgments

The phased research results of the 2021 Tianjin educational science planning project "Research on the construction of teacher ethics evaluation system in Higher Vocational Colleges in the new era".

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