

Research on the Pathways and Practices of Party Building in Higher Vocational Colleges Empowering the Construction of Professional Ethics and Conduct of Teachers in the New Era

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Abstract: In the context of the new era, higher vocational education shoulders the important mission of cultivating high-quality technical and skilled talents. The construction of teachers' professional ethics and conduct is a key link in improving the quality of higher vocational education. Party building, as a crucial guide for the development of higher vocational education, possesses unique advantages and plays a significant role in empowering the construction of professional ethics and conduct. This paper delves into the internal logic of Party building in higher vocational colleges empowering the construction of professional ethics and conduct in the new era, analyzes the existing problems in the current construction of professional ethics and conduct in higher vocational education, and proposes specific pathways and practical strategies for Party building to empower this construction. It aims to provide theoretical reference and practical guidance for enhancing the level of professional ethics and conduct among teachers in higher vocational colleges.

Keywords: New Era; Party Building in Higher Vocational Colleges; Construction of Professional Ethics and Conduct of Teachers; Empowering Pathways

1. Introduction

The new era presents new and higher requirements for higher vocational education. It necessitates not only the cultivation of students with solid skills but also high-quality educators with noble professional ethics and good conduct. Professional ethics and conduct are the core of faculty development, impacting the talent cultivation quality and social reputation of higher vocational education. Party building, serving as the political guarantee and ideological guide for the development of higher vocational education, plays an irreplaceable role in promoting the construction of professional ethics and conduct. Empowering this construction through Party building can guide teachers in higher vocational colleges to strengthen their ideals and convictions, foster a deep commitment to education, enhance their moral cultivation, and provide robust support for cultivating well-rounded socialist builders and successors who are developed morally, intellectually, physically, aesthetically, and labor-wise.

2. The Internal Logic of Party Building Empowering the Construction of Professional Ethics and Conduct in Higher Vocational Colleges in the New Era

2.1 Political Guidance: Ensuring the Correct Direction for the Construction of Professional Ethics and Conduct

The core of Party building is political construction. By strengthening Party leadership, it ensures that the construction of professional ethics and conduct always advances in the correct political direction. Party organizations in higher vocational colleges can guide teachers to deeply study the Party's educational policies, enhance the "Four Consciousnesses," strengthen the "Four Confidences," and uphold the "Two Defendings." This helps teachers deeply understand the political nature and social responsibility of educational work, consciously integrate their professional pursuits with national development strategies, and embed the fundamental task of fostering virtue and nurturing talent into the entire process of education and teaching.

2.2 Ideological Cultivation: Enhancing Teachers' Professional Ethics and Quality

Party building emphasizes ideological construction. By carrying out diverse ideological and political education activities, it provides strong ideological impetus for the construction of professional ethics and conduct. Party organizations in higher vocational colleges can organize teachers to study the Party's innovative theories, conduct specialized training and thematic educational activities on professional ethics and conduct, guiding teachers to establish a correct worldview, outlook on life, and values. This cultivates teachers' professionalism, dedication, and sense of responsibility, enabling them to consciously abide by the professional ethics code for teachers, and to establish themselves, their scholarship, and their teaching on the basis of virtue.

2.3 Organizational Guarantee: Uniting Efforts in the Construction of Professional Ethics and Conduct

Party organizations possess strong organizational and cohesive power, providing a solid organizational guarantee for the construction of professional ethics and conduct. Party organizations in higher vocational colleges can establish and improve the working mechanisms for this construction, clarify the division of responsibilities among departments and positions, and form a work pattern led by the Party committee, jointly managed by the Party and administration, with departments fulfilling their respective responsibilities and teachers exercising self-discipline. Simultaneously, Party organizations can leverage the vanguard and exemplary role of Party member teachers to motivate all teachers to actively participate, fostering a favorable atmosphere for the construction of professional ethics and conduct.

2.4 Cultural Influence: Creating a Favorable Environment for the Construction of Professional Ethics and Conduct

Party building embodies rich cultural connotations. By strengthening campus cultural construction, it can create a positive cultural environment for the construction of professional ethics and conduct. Party organizations in higher vocational colleges can explore and promote the school's historical culture and fine traditions, and carry out rich and diverse cultural activities in line with the requirements of the times, such as speech contests on professional ethics and conduct, and report meetings on outstanding teachers' deeds. This helps disseminate positive energy, promote positive narratives, guide teachers to establish correct educational and value perspectives, and foster a campus cultural atmosphere that respects teachers and education, and esteems virtue and kindness.

3. Current Problems in the Construction of Professional Ethics and Conduct in Higher Vocational Colleges

Influenced by diversified social trends of thought, some teachers in higher vocational colleges have an insufficient understanding of the political nature and social responsibility of education, lacking firm ideals, convictions, and professional aspirations. In the teaching process, they focus only on imparting professional skills, neglecting ideological and political education and value guidance for students, leading to low ideological, moral, and professional quality among students.

Some teachers in higher vocational colleges exhibit problems such as insufficient dedication and weak sense of responsibility. Some teachers are perfunctory in class, not preparing or teaching seriously; some lack care and patience for students, failing to address students' academic and personal issues promptly; others engage in academic misconduct, severely damaging the professional image of teachers and the reputation of the institution.

Some higher vocational colleges lack comprehensive working mechanisms and evaluation systems for the construction of professional ethics and conduct. There is a lack of effective supervision and assessment of teachers' performance in this regard. The assessment results are not closely linked to teachers' professional title evaluations, commendations, and selections, leading to insufficient

attention and low motivation among teachers regarding the construction of professional ethics and conduct. The cultural construction on some campuses lags behind, lacking cultural guidance and support for this construction. Campus cultural activities are monotonous in form and dull in content, failing to attract teachers and students, and unable to form a strong cultural atmosphere conducive to the construction of professional ethics and conduct.

4. Paths and Practices of Party Building in Higher Vocational Colleges Empowering the Construction of Professional Ethics and Conduct of Teachers in the New Era

4.1 Strengthening Political Guidance, Consolidating the Ideological Foundation for Building Professional Ethics and Conduct

Party organizations in higher vocational colleges should regularly organize teachers to engage in political theory studies, deeply study the Party's educational policies and guidelines, and enhance teachers' political stance and theoretical literacy. Learning content and formats should be enriched through lectures, seminars, and online learning platforms to ensure effectiveness. Theme-based educational activities should be carried out in conjunction with important festivals and anniversaries, such as the "Staying True to Our Original Aspiration and Keeping Our Mission Firmly in Mind" education campaign and the "Party History Study and Education," guiding teachers to strengthen their ideals and convictions and remember their educational mission. Activities like visiting red education bases, watching patriotic films, and participating in volunteer services can enhance teachers' patriotic sentiments and sense of social responsibility.

4.2 Fortifying Ideological Foundations, Enhancing Teachers' Professional Ethics

Party organizations in higher vocational colleges should regularly organize specialized training on professional ethics and conduct for teachers. Invite experts, scholars, and outstanding teachers to deliver lectures on teacher professional ethics norms, educational laws, and regulations, improving teachers' professional ethics and legal awareness. Through case studies and group discussions, guide teachers to reflect on their teaching practices, identify existing problems, and make timely corrections. Emphasize discovering and publicizing exemplary deeds of outstanding teachers from within the community, establishing advanced models to demonstrate and lead by example. Activities like commendation assemblies and reports on outstanding teachers' deeds can promote positive energy, encouraging all teachers to emulate the exemplary and consciously practice professional ethics norms.

4.3 Improving Organizational Safeguards, Unifying Efforts in Building Professional Ethics and Conduct

Party organizations in higher vocational colleges must establish and improve the working mechanism for building professional ethics and conduct, clarifying the division of responsibilities among various departments and positions. This should form a working pattern featuring Party committee leadership, joint management by Party and administration, individual department responsibilities, and self-discipline among teachers. Develop plans and annual work plans for building professional ethics and conduct, defining objectives and tasks to ensure orderly progress. Establish and improve supervision and assessment mechanisms for professional ethics and conduct, strengthening routine supervision and evaluation of teachers' performance. Comprehensively understand teachers' professional ethics and conduct through student evaluations, peer reviews, and parent feedback. Link assessment results to teachers' professional title evaluations, commendations, performance-based pay, etc. Seriously deal with teachers who violate professional ethics norms to form an effective restraint mechanism.

4.4 Fostering a Conducive Environment for Building Sound Professional Ethics and Conduct

Party organizations in higher vocational colleges should deeply explore and promote the school's historical culture and fine traditions, organizing diverse cultural activities aligned with the demands

of the times. Activities like campus culture festivals, speech contests on professional ethics, and calligraphy and painting exhibitions can create a campus culture atmosphere that respects teachers and education, values morality, and promotes goodness. Strengthen the construction of online culture, fully utilizing online platforms to enhance the online cultural environment for professional ethics. Establish dedicated school websites and WeChat public accounts for professional ethics, promptly releasing updates on its development and content about outstanding teachers' deeds to spread positive energy. Strengthen monitoring and guidance of online public opinion, promptly responding to social concerns, and fostering a favorable online public opinion environment.

4.5 Leveraging the Vanguard and Exemplary Role of Party Member Teachers to Drive Collective Progress

In accordance with the duties and standards of demonstration posts, Party member teachers are required to play a vanguard and exemplary role in teaching, research, and social services. Activities like open classes, demonstration classes, and teaching competitions can showcase the teaching excellence of Party member teachers, inspiring all teachers to improve their teaching standards and professional ethics. Establish a mentorship mechanism pairing Party member teachers with young teachers. Organize Party member teachers to form mentorship pairs with young teachers, providing guidance in teaching, research collaboration, and ideological exchange to help young teachers grow rapidly. Party member teachers should play a role in passing on knowledge, helping, and guiding, steering young teachers towards a correct professional outlook and values, and enhancing their level of professional ethics and conduct.

5. Conclusion

Empowering the construction of professional ethics and conduct of teachers in higher vocational colleges through Party building in the new era is a long-term and arduous task, bearing significant practical and profound historical importance. Through paths and practices such as strengthening political guidance, fortifying ideological foundations, improving organizational safeguards, fostering culture, and leveraging the exemplary role of Party member teachers, the level of professional ethics and conduct among higher vocational teachers can be effectively enhanced, providing strong support for the high-quality development of higher vocational education. Party organizations in higher vocational colleges must fully recognize the important role of Party building in this endeavor, continuously innovate working methods and platforms, promote new achievements in building professional ethics and conduct, and make greater contributions to cultivating well-rounded socialist builders and successors with moral, intellectual, physical, aesthetic, and labor education. Simultaneously, building professional ethics and conduct in higher vocational education is a systematic project requiring the joint efforts of the school, teachers, students, and all sectors of society to form a favorable situation of collaborative education. In future work, it is necessary to continuously explore and improve the long-term mechanism of Party building empowering the construction of professional ethics and conduct, promoting its continuous advancement to new levels.

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