

Research on the Establishment of Modern Educational Ethics System

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Abstract

The marketization of higher education is a basic trend of development among higher education worldwide today. It is also the inevitable production of market economy, which is gradually accepted in society. Therefore, the research on the mercerization of education is adequate, either in the theory research or in the empirical research. But we neglect the research of educational ethics which are the essence of the modern education. The educational ethics are just a yardstick to cultivate the young teachers, which give us direction, even supports the modern education system. Thus, we are eager to realize the market-oriented transformation of modern educational ethics, and early to establish the market-oriented educational cognitive system.

Key words: Educational ethics; Educational authority; Educational center; Ethical incentive

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INTRODUCTION

Educational ethics is a part of social ethics, but it is different with the ordinary social ethics. The responsibilities of educational ethics make it become the noblest and most sacred part of social ethics. The nature of education is a kind of moral communication. Educational ethics have served as a core of education, which should be

used as an important tool to regulate the idea and behavior between education subject and education object. Modern educational ethic also is an important branch of applied ethics, and it focuses on the self-examination and the moral question of good and evil.

1. THE FUNCTION ORIENTATION OF MODERN EDUCATIONAL ETHICS

The first functional orientation of modern educational ethics is to cultivate the cognitive moral system of educator. Education is a behavior which needs the initiative of educator, and in this process, the moral cognitive system of educator will directly influence the outcome of education. However, good moral cognitive system is not innate, and it needs educators to accumulate in practice. Nowadays, mercerization is impacting the traditional moral educational system. When facing more diverse temptation, educator needs to keep a long-term existence of moral in mind, and views the moral good cognitive as a basic guide of education.

The second function orientation of modern education is to successfully complete the transmission of knowledge. The ethical judgment of educator is ultimately reflected in the educational activities. The normative function of educational ethics is embodied on the moral legislation designed, the ethics signs established, and the ethical boundaries cleared. The empirical function of educational ethics is embodied on the education initiative played, and the good side of human nature enhanced.

The third function orientation of modern education is reflected in the improvement of social ethics system. Educational ethics is a special social ethics, so it does not apart from the whole social ethic system, but it is relatively independent to produce and form the individual educational activities. It is also a process which makes the social ethics and social relations deeply root in mind. They are the essence of humanity culture with thousands

of years. Therefore, the release of it is a subtle force, which will truly affect not only the educational object, but also includes all of social relations and education-related objects. Before every member joins into society, they need to learn in the school, and accept ethical enlightenment. After these, they may form a correct ethical cognitive system. This intergenerational transmission makes ethical concepts go down, which also makes the guide role of educational ethics to be fully reflected.

2. THE MARKET-ORIENTED TRANSITION OF MODERN EDUCATIONAL ETHICS

2.1 The Market-Oriented Transition of Educational Authority

The main role of education is to regulate the authority relationship between teacher and student. With educational authority, teachers make their own command and intention implemented; the students rely on education authorities to make their own knowledge and moral system successfully established. Therefore, the educational authority is an effective factor to maintain a harmonious relationship between the subject and object of education. However, educational authority has also been impacted by mercerization, and then the stability and persistence of traditional educational authority are undergoing a subtle change.

First is the gradual failure of traditional educational authority. With the deepening of the market process, there is a contradiction between value-oriented market economy and the perceived value of traditional educational ethics. The traditional educational authority was seriously challenged. In Chinese traditional culture system, from the common people up to ancient kings all respect for the education. The educational authority which is established by Confucian culture and Confucianism is over the general authority. However, under the impact of market-oriented, democracy and social thought affects not only the political and economic system, but also the cultural system. Under the influence of democratic ideas, the education sector also engaged in the practice of democracy. The traditional education concept and educational methods are seen as dogmatic behave. With increasing demands for educational reform, a modern education mission is to break the dusty old-fashioned education system and establish a new era of development traditional education. The authority educational system and educational philosophy, which last for thousands years still to be disappear.

Second, the modern educational authority is very nascent. Under the influence of market-oriented thought, diverse value systems constantly collide with each other. The value of education and knowledge is measured by money. The educational relationship between teacher and

student is seemed as a market contract. Tuition and wages have become a necessary part to maintain the operation of modern education. In essence, education has become the goods of market. According to market rules, student becomes customer of the educational market, which looked as a source of teachers funding. Under this chaos concept, modern educational authority lack basic factor to be established, and the congenital deficiency could be understood. As a result, the modern educational ethics fall in trouble again.

2.2 The Market-Oriented Transition of the Center of Educational Ethics

Teacher is the center in traditional educational ethics system. The main topic of our traditional education is to teach agricultural knowledge, but most of them were imparted to son. That is called original family education. This education system which is established with kinship has some monopoly position, strong power, and clear educational center. With the further development of the productive forces, this original education was displaced by private school, and the moral authority and educational center were also inherited. The social educational ethics clearly demonstrates the center position of teacher in traditional education system.

In this “center – edge” mode, the traditional society education maintains the status and the power of teacher from an ethical view in order to make student obeyed. In the traditional education regime, the direction of education was always under the control of politic. Whatever the Confucian ethics, Classics or stereotyped articles are all strictly suppressed the growth of the students’ personality. Under the long-term restrained, students gradually lost the capacity of self-control, and education gradually reduced to feudal tool to control in ideological and political field. Student is the center in modern educational ethics system. But in traditional society, ethical relationship of education is defined as a blood relationship. This relationship maintains the status of teachers and the central authority from ethical perspective. It also makes students as subordination. However, in the market economy, knowledge is treated as commodities trading, and the relationship of education just as the main object of the transaction, so the social status of teacher and student is equal. Under the request of the market rules, student is the center of the structure of modern education, and the two sides of education are harmoniously interacting in this structure. Self-creation and active learning is required as the main line of operation mode. Meanwhile this new structure also needs a new educational ethics to support. In addition, with the advent of information age and the promotion of information technology, the cost of learning is reducing, and on the other side, the autonomy of learning is gradually increasing. Thus students could choose the time of learning, the curriculums, and even the instructors, and it makes students cultivate a capacity

of independent study. In some areas, this capacity even beyond the scope of the daily teaching requirement, which forces teachers to transform and update their knowledge system. Thus, the education ideas that the center of education has shifted to student-center have been widely accepted. Finally, the education idea of serving for politic has been changed. The modern education promotes market-oriented idea, which introduces the market mechanisms and competition mechanisms. Then it also eliminates backward educational system and advocates innovative ideas and specialty schools. The training mode and the major setting gradually adapt to market needs, and it also concerns the personality development, and improves the interaction relationship of education.

2.3 The Market-Oriented Transition of Educational Ethics Cognition

Educational ethics cognition shift from unification to diversity. Educational resources were controlled by state in planned economy era. Educational ethics value reflects the spiritual nature of society, which means to use socialist core value system to guide a different outlook. However, in a market economy period, diversified markets make an objective value system. Although the main body of education works hard to keep the unification of educational ethics system, the daily educational behavior has already manifested the existence of diversity. So in the group of teacher, some of them are willing to dedicate selflessly, but some only focus on their own personal interests.

These are the objective results of the different individual ethics cognition. From a macro perspective, the diversity of educational ethics cognition diversity is a part of social reform, which brought about the development of diverse social ethics. From a micro perspective, this diverse respects a kind of recognition of personality differences, and also respects an understanding of the personality distance between reality and ideal.

3. ESTABLISH A NEW AWARENESS SYSTEM OF MODERN EDUCATIONAL ETHICS

3.1 Adapt to Market Changes and Establish a New Educational Ethical System

The new educational ethical values system will gradually be established up among the diverse value conflicts. The arrival of the market economy makes the traditional education system must face the test of pluralistic ethical value system. The flamboyant modern education is provoking the conservative tradition. Fast and violent foreign cultures are trying to shake the deep-rooted local culture, and the rapid development of scientific and technological knowledge has made the global culture to

be further blended. These mutations let the traditional educational environment cannot keep calm. To adapt to these changes, a new value system is required to be established, but this establishment does not mean the complete rejection of traditional educational ethics. Modern education is not all essence and the tradition one is not entirely dross. New educational ethics system is an open system of values. It is also an adequate blend of ancient and modern. However, the establishment of the educational ethics system is unstoppable, and its development process is tortuous changes. Leap, stagnation, regression inevitably occurs during this progress. Some of them are conducive to social development, and adapt to market changes, but some hinder human development and progress. In order to be compatible with diverse value system, it needs a long process, and even throughout the development of human education history, but eventually, it will become more balanced, stable and durable.

Social ethics is the core of new educational ethic value system. Nowadays, our country is in rapid development stage. The development of education and economic is inseparable. Especially, the higher education directly faces the labor market, thus providing the talent as society requirement becomes the target of all universities at this stage. In order to enable graduates to adapt to the society, the educational ethical value of some colleges has been consistent with the market value. That is let the freedom, equality and competition to be accepted by the students as soon as possible. However, we cannot deny that the educational ethical value system which is based on market values will have some mistakes in this establishment process. Some issues like “moral decline” and “moral crisis” will influence the development of educational ethics and this also makes the public argument about the direction of educational ethics over and over again.

Our educational reform is guided by the socialist market economic system, the choice of educational value is inevitable has a certain unconventional history to live up, but it does not mean the whole educational ethics system lost. Establishing a new education system must adhere to the social ethical values, so the truth, goodness, beauty and other criteria for judging the value of voluntarily become students’ inner instinct requirements. New educational ethical value system is not denied to refusing the market value. It includes all values accepted cognitive system, and then makes social ethics as a standard selection.

3.2 Adapt to Market Changes and Establish a New Educational Authority System

The new educational authority system is based on the democratic management. Apparently, under the influence of the market economy system, Traditional authority has been approved unable to achieve the purpose of good education management. According to the market logic,

student and teacher are completely equal, so that is not decided by the identity, but by voluntarily concluded “contract”. It is not difficult to find out a market concept, students should have more autonomy in learning, just like the right to choose schools, professional courses and even teachers.

Students should have the right to think independently, and to act independently. All the rules and regulations are deemed as shackles, thus, the liberation of right means the demise of the educational authority. It makes us wonder whether the market itself is a denial of educational ethics. It is true that the market will further alert students’ desire power, but that does not mean the disappearance of school system and educational authority. Democratic participatory management system will enable the authority to re-establish. The introduction of any rules and regulations, applications, and the teaching mode change is waiting for students to discuss with. Any agreements with these two sides have the high efficacy. Unless agreed by students, the school does not allow changing the rules or decisions. Educational authority will be further maintained after such consultations. In the sight of the market, the new model of educational ethics will gradually build up.

3.3 Adapt to Market Changes and Establish a New Incentive System of Educational Ethics

With the development of market economy, the speed of people’s ideas is gradually accelerated. “Economic man” hypothesis is further understood and agreed. As the normal individuals, teachers still live in the community system, and need to constantly strive to improve their own lives. “Academic corruption”, “moral decline” and other issues should to be seen as improper methods to obtain their own interests. The moral turpitude of education sector is more serious, and it is also not worth forgiving. However, it is seemed no available to use administrative penalties only to stop it. In order to solve this problem, we must establish

an effective incentive system of educational ethics. That is, begin with meeting the teachers’ ethical needs, and then depend on some incentives to stimulate and guide the behavior of individual teachers.

CONCLUSION

The basic goal of modern education is to cultivate the useful talents as the requirements of social ethic. In order to achieve this goal, we need to stipulate and promote the morality quality of educator. Under the special social background of China, the transformation from traditional education to modern education is comprehensive and particularly needs to face the conflicts of multi-interest. The educators need to adhere to the core ethics of society, and with the view of development to consider and accept the new ethical requirements.

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