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高校教师师德自律研究

Research on University of Teachers' Moral Self-discipline

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## 摘 要

马克思曾说：道德是一种实践精神。人们常说师德是教师的灵魂。那么，师德自律就是教师灵魂中自主、自觉、能动和创造的实践精神。本论文以高校教师师德自律为研究主题，对道德自律理论的梳理、分析高校教师师德及师德自律的现实境遇、论证师德自律形成的动力来源、探讨师德自律形成路径等四个不可分割而又相互内在联系的问题进行研究。

关于师德自律相关理论渊源。在历史上中外许多思想家、教育家，分别先后提出和论证了“慎独”、“知行合一”、“道德内化”、“道德自律”等理论。这些道德自律相关理论，既是师德自律相关的理论渊源，又是师德自律相关的理论依据，在今天仍有借鉴意义。

在社会转型时期，高校教师师德及师德自律面临社会经济、政治、科技、文化、社会道德和职业道德的发展及高等教育大众化的现实境遇，笔者通过对全国五省区 16 所高校教师问卷调查及一所高校学生问卷调查的数据分析，以及访谈所获得的信息，认为高校教师师德自律的主流是好的，但也存在部分教师师德意识淡化、师德自律不强等不可忽视的问题。因此，重视和激发高校教师形成和做到师德自律是时代的要求。

高校教师师德自律形成的动力，存在着内在动力和外在动力。内在动力来源于教师主体对高等教育事业大局利益的认识，来源于教师主体对道德、自身全面发展、人格提升的需要；外在动力来源于师德规范必然性要求，以及师德的调控力量，诸如激励、监督、政策、制度、管理、环境、氛围等方面。

高校教师师德自律形成的路径，是教师师心自律与师行自律的统一。师心自律，是教师自主地培养师德自律意识，实现师德规范内化，形成教师良心，树立师德荣辱观；师行自律，是教师在师心自律的导向下，自主自愿自觉地履行师德规范必然性要求，以热爱学生为前提，忠于职守为关键，行为示范为标志；而教师主体性张扬、增强责任感、加强师德修养则贯穿其全过程。高校教师能动地创造性地形成师德自律，并升华其师德自律的境界，就能为高等教育大众化发展和振兴中华而努力和奉献。

**关键词：**师德自律；主体动力；形成路径

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## Abstract

Karl Marx ever said :Ethics is a kind of practical spirits .It is often said by people that ethics of teaching profession is the soul of teachers. Then, the teachers' moral self-discipline is the independent, self-conscious, subjective and creative practical spirits. The thesis focuses on the study theme of the university teachers' professional self-discipline ethics, which specializes in the following four inseparable and interrelated ethical problems : sorting out the moral self-discipline theory , analyzing university teachers' professional ethics and the realistic plights of teachers' moral self-discipline, demonstrating the source of forming motives for teachers' moral self-discipline and exploring the forming path of teachers' self -discipline

About the origin of theories related to teacher's moral self-discipline. In history, there were many Chinese and foreign thinkers and educationists who had explored such moral self-discipline ethics as 'self -supervision', 'the unity of theory and practice', 'the morality internalization' and 'moral self-discipline' theories. Not only were these correlative theories the theoretical origin of the teacher s' moral self-discipline, but they were also the basis of the teachers' moral self-discipline, which still possess model significance today.

During the period of social transformation, the university teachers' professional self-discipline ethics and teachers' moral self-discipline are now faced with many realistic plights: the development of social economic ethics, political ethics, scientific and technological ethics, cultural ethics, social ethics and professional ethics and the popularization of higher education. The writer draws a conclusion that the main part of teachers' ethics is good through a questionnaire investigation and analysis of university teachers in sixteen universities of five provinces in our country and students from one university and information from visit and talk. However, part of these teachers have some problems which shouldn't be ignored such as weakening teachers' ethics and teachers' moral self-discipline. Therefore, We should pay attention to and inspire university teachers to form the teachers' moral self-discipline

and act on it, which is the demand of our times .

The forming power of university teachers' moral self-discipline includes the internal power and the external power. The internal motive force lies in the teachers' realization of the overall situation of high education, the need to improve their own ethics, full development and their human dignity. The external motive force comes from necessary requirements of teachers' regulation of morality, and the coordinating power of teachers' ethics such as encouragement, supervision, policy, institution, management, environment and atmosphere, etc.

The university teachers' moral self-discipline forming path is the unity of the teachers' idea of moral self-discipline with the teachers behavior self-discipline. The idea of the teachers' moral self-discipline is that teachers should develop the self-discipline consciousness of teachers ethics, realize the internalization of teachers' regulation, form the teachers conscience, and set up the view of teachers' honor and disgrace. The teachers' moral behavior self-discipline is a necessary requirement for university teachers to comply with their moral regulations, which is based on the love for students, regards loyalty to profession as its key problem and model behavior as its symbol. Spreading teachers' subjectivity, enhancing their responsibility and strengthening their ethical education and cultivation should be carried out in the whole process. University teachers, thus, can form the teachers' moral self-discipline creatively and initiatively, so they can enhance their moral self-discipline to a new realm and can devote themselves for the development of the popularization of high education and the prosperity of china

**Key Words:** teachers' moral self-discipline; subject motive; forming path

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