

On the Problems and Solutions of Professional Ethics Education of Normal Students from Educational Narrative Research

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Abstract

Professional ethics is the core quality of teachers. Teachers' professional ethics education for normal students is a problem to which society, universities and normal students must attach great importance. This paper uses narrative research to study the professional ethics education of outstanding normal students. Firstly, it expounds the connotation of narrative research. Secondly, in the form of interviews and narrations, the paper selects five normal students of 5 different majors from 4 different universities and named respectively A, B, C, D and E as the objects, to investigate the current situation of professional ethics education for college normal students, and to sort out some existing problems. Further, we delivered the questionnaires to broaden the scope of the research. It is found that the way of professional ethics education for normal university students is single, mainly in class; the contents are boring, lacking of innovation; some normal students' consciousness of professional ethics is weak. So the effect of education needs to be improved urgently. The causes of these existing problems are also analyzed further. And some relative solutions have been proposed. It is expected to promote the development of professional ethics education for outstanding normal students.

Keywords: narrative, normal students, ethic education, problem, solutions

1. Research Background

The professional ethics education of teachers is always the most important field of education. However, in recent years, the unbalanced phenomenon of teachers' professional ethics occurs frequently, which is highly concerned by all sectors of society. Besides, research data shows that only 12% of normal students in China are willing to promise to teach for life. The current situation of teachers' professional beliefs of normal students is not optimistic.

Looking forward to the domestic research on the professional ethics education of normal students and teachers, Chinese scholars, such as Mao Lijing and so on, analyzed the current situation of moral education and explored the ways and methods to improve the effects of ethic education. Our country also issued several laws to require the implementation of ethic education for normal university students. On September 3rd, 2008, the *Code of Professional Ethics for Primary and Secondary School Teachers(revised)* was issued, which puts forward specific requirements from six aspects: patriotism and observance of law, dedication and devotion, students-loving, imparting knowledge & cultivating students, being a model of virtue for others and lifelong learning. What's more, in 2018, the Ministry of Education issued the *Opinions of the Ministry of Education on the Implementation of the Excellent Teacher Training Plan 2.0*, which requires develop ethic education of normal students in all aspects and focuses on cultivating excellent teachers with "high learning as teachers and great virtue as models".

In 1896, the Georgia Teachers Association in United States promulgated professional ethics for teachers and passed the *Ethical Code of Teaching Professionals* in 1912. In order to improve the quality of normal education, the United States has carried out many reforms and experiments for normal education. In 1986, the Holmes Group published an important report on teacher education reform, entitled *Teachers Tomorrow*. The report lists the problems existing in normal education in the United States, arguing that "If there is no improvement in the quality of normal education, there will be no improvement in the quality of teachers, and there will be no improvement in the quality of education." France clearly stipulates the obligations of teachers in moral education

in schools. Germany has put forward specific requirements for teachers to teach ethics courses. In the history of Japan, the construction of teachers' ethics has also been paid attention to. Some western educators also put forward their views on teachers' professional ethics education for normal students. For instance, A·Osobka thinks that "teachers' professional ethics should be considered from the legal level and personal level (A·Osobka, 2006). Gunnel Colnerud proposed the "teaching profession morality should contain two kinds of moral responsibilities: one is the mission of teachers in society, the other is the power of students." (Gunnel, Colnerud, 1997).

Experts and scholars at home and abroad have made many in-depth discussions on the professional ethics education of normal students, and have also achieved fruitful research results, which lays a good foundation for us to continue our research in this field in the future. However, looking at the current research situation at home and abroad, this research has also left many gaps in learning, such as: How to strengthen the ideological and moral education of normal students? This paper is going to tackle this question.

2. Introduction of Relevant Concepts

2.1 Educational Narrative Research

With the promotion of the national new curriculum reform and the implementation of some reform programs for teacher education, as an emerging educational research method, Educational Narrative Research is being adopted by more and more teachers. Meanwhile, an increasing number of educational institutions also use the method of educational narrative to organize training materials and present training content. Then what is Education Narrative Research? And what essential characteristic or core makes teachers showing special preference to it?

Narrative research, in brief, is a way of research that captures the story-telling characteristics of human experience and presents the research results in the form of stories, revealing the complexity of human experience and then carrying out meaningful understanding. Therefore, Educational Narrative Research is a kind of researching method for educational subjects to describe their real situation in the process of teaching, and understand the true meaning of education by telling educational stories.

Narrative research was first used in literary narrative, and then gradually introduced into anthropology and sociology. Educational researchers have gradually realized the uselessness of the "grand narrative" of the Theoretical research, which is a kind of researching method of pure theory and pure concept based on logical deduction, then they have turned their attention to the "small narrative" that focuses on people's life experience. Because, according to a narratives, "human experience is basically story experience, and human beings are not only dependent on stories, but also the organizers of stories" (Ding Gang, 2003). Educational Narrative Research has begun to rise in the academic field of education, and education research has begun to turn to narrative research.

Narrative research is authentic. The Education Narrative Research describes educational events that have passed, not the outlook for the future. It reports on actual educational events, not the subjective imagination of educators.

Narrative research is characterful. Educational narrative research attaches great importance to the situation and status of narrators, especially affirming the significance of narrators' personal life practice. In educational narrative research, narrators are both storytellers and characters in their own stories or other people's stories.

Narrative research is sensitive. The main purpose of Educational Narrative Research is to "explanatory understanding" or "interpretation" (Ding Gang & Wang Zhan, 2010). The personal experience and meaning construction of the subject. That is to say, the way that educational narrative research obtains a certain educational theory or belief is induction rather than deduction. The theory of education is summarized from the specific educational events and plots in the past. As Gadamer puts it, "Neither the transmigration of one personality into another, nor the subjection of another to our own standards, always means the ascension to a higher universality that overcomes not only our own distinctiveness, but also that of that other" (Hans-Georg Gadamer, 1999).

The content of the report of the Narration research has a certain "circumstantiality". The narrative talks about special people and special conflicts, problems or anything that complicates life. Therefore, narrative research is not to record running accounts, but to record relatively complete stories with plots and meaning.

Educational narrative research integrates educational research with teachers' daily educational practice, so that educational research can really become teachers' own research, which promote the improvement and reconstruction of teachers' teaching ability. Educational narrative research returns the right to research to teachers, so that the research content can return to real life. Teachers examine their educational life from the perspective of bystanders, form teachers' self-knowledge, and promote teachers' self-construction. In narrative

research, teachers themselves are the protagonists of research. The content of the research comes from the familiar and intimate living environment around teachers. Teachers, colleagues and researchers freely talk about their educational reasons and express their own understanding and ideas of the story. In the discussion, the educational beliefs contained in the story gradually became clear, and teachers began to personalize their future educational strategies.

2.2 Professional Ethics Education

Professional ethics is an important part of social ethics. It is a special manifestation of social moral principles and norms in professional behavior and professional relations. It is the moral code that practitioners should follow in their professional activities and the moral concepts, ethics and moral qualities they should have, including professional concepts, emotions and ideals, skills, etc. There are some different opinions on the meaning of teachers' professional ethics. This paper summarizes the meaning of professional ethics: the basic ethics and codes of conduct that teachers must abide by in the process of engaging in educational work to regulate the interrelationship between teachers and others, teachers and society, and teachers and collectives, as well as moral concepts, sentiments and qualities displayed on this basis. Besides, there are six requirements in Code of Professional Ethics for Teachers (Table 1), which embody the essential requirements and characteristics of teachers' ethics. "Love" and "responsibility" are the core and soul that run through it.

Table 1.

Number	Requirements for Teachers	Interpretation
1	patriotism and observance of law	the basic requirements of the teaching profession
2	dedication and devotion	the essential requirements of the teaching profession
3	students-loving	the soul of Professional Ethics of teachers
4	imparting knowledge cultivating students	the nature of the teaching profession
5	being a model of virtue for others	the inherent requirements of the teaching profession
6	lifelong learning	an inexhaustible driving force for teachers' professional development

Professional ethics education for normal students in colleges and universities refers to a systematic learning of professional ethics education (including practical teaching tasks) for normal students. Based on the professional ethics requirements for normal students, colleges and universities will carry out a series of purposeful, planned and organized educational activities to cultivate teachers. Before entering the teaching profession, the normal students will be educated with teachers' professional ethics, professional concepts, ideals, even personality shaping included. So that the normal students will comprehend the connotation of teachers' professional ethics, form preliminary teachers' professional ethics quality, moral sentiments and concepts. So that they can meet the professional ethics requirements of teaching and educating people.

It is very vital to educate the professional ethics to normal students. How to achieve the objectives? Many education experts have explored it in many aspects and proposed solutions to it, summarizing as follows:

- (1) In teaching, teachers who carry out professional ethics education should seek truth from facts.
- (2) Methods in teaching are available, unlimited but worth selecting.
- (3) Teachers should pay attention to teaching students according to their aptitude, and choosing the content of education appropriately and carefully.
- (4) Teachers should actively create a good teacher-student relationship and adopt a student-centered method in teaching.
- (5) In terms of teachers' personal quality, teachers should always adhere to lifelong learning and constantly improve their own teaching ability.

Based on the narrative research and questionnaires, this paper mainly focuses on the following aspects: the situation and existing problems in ethic education, the content of professional ethics education, teachers' teaching methods and solutions to improve students' learning effects.

3. The Process of Research

3.1 Research Related Matters

In order to know more about the current situation of professional ethics education for normal students in college, we choose some normal students in colleges as the research objects. Adopting Education Narrative Research combined with questionnaires, randomly distributing to normal students, this paper observes and analyzes the problems encountered in the education process. For Narrative Research and interview, five normal students, named respectively A, B, C, D and E, from different universities and majors were randomly selected. Some relevant questions were discussed to get to know the professional ethics education of normal university students. The colleges and universities include Xiangnan University, Zhongnan University, Hunan Normal University and Henyang Normal University. The majors include Mathematics, Chinese, English, Chemistry and Physics.

In the early stage, a questionnaire was issued to get to know the situations of professional ethics education of normal university students.

3.2 Results Achieved at the Present Stage

With the attention paid to professional ethics education, the professional ethics education of normal students is paying more and more attention. Therefore, some achievements have been made at this stage.

- (1) Professional Ethics Education Strengthened the Political Ideals and Beliefs of Normal Students.

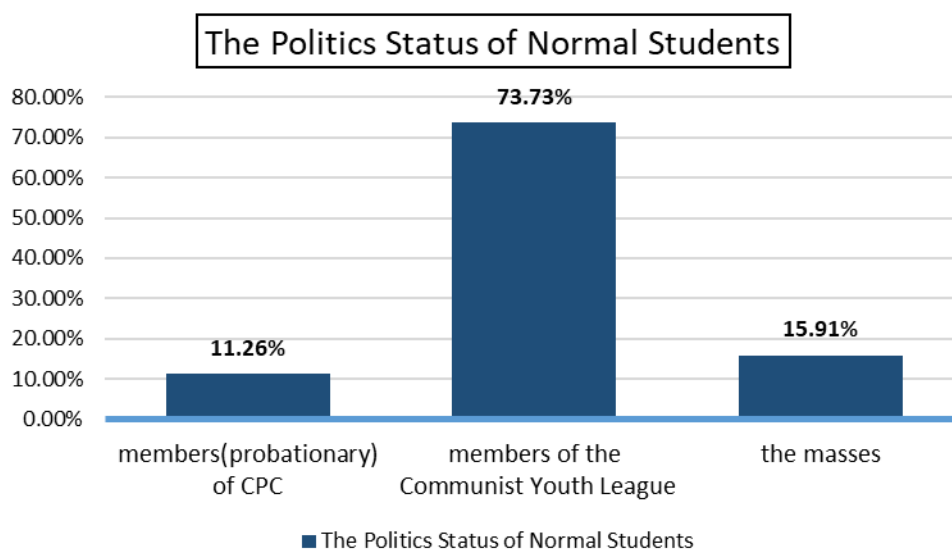


Figure 1.

Through the survey, it was found that the effect of faith education for normal students in colleges and universities is relatively obvious. Through the questionnaire of politics status, we found that the members(including probationary party members) of Communist Party of China accounted for 11.26%, the members of the Communist Youth League accounted for 73.73%, and the masses only 15.9%. In terms of quantity, the number of normal students joining the Party is still relatively large. In the interview with normal students, the vast majority of students submitted party membership petitions in the first semester of enrollment, and most of them were party activists. In terms of quality, because the proportion of colleges and universities joining the Party is related to the number of colleges, majors and classes, the number of students in different majors is different, and the number of normal students joining the Party is limited, but normal students still adhere to joining the Party, adhering to the Marxist beliefs, and adhering to communism. Through investigation in two ways, it is found that normal students generally have high political requirements for themselves. They should constantly strengthen political requirements and constantly sublimate the ideological level.

(2) Professional Ethics Education Enhanced the Moral Awareness of Normal Students to Contribute to Society.

Normal students are part of the university. Their study and life in colleges and universities will be affected by the campus environment. They communicate and cooperate with others through the study of their theoretical knowledge and life. By actively participating in collective activities and avoiding shortcomings such as freedom and dispersion, they will learn to unite and cooperate and cultivate their own abilities. During the school period, they constantly accumulated social experience, established professional awareness, consciously cultivated the awareness of professional ethics, improved the realm of my own morality, and made efforts to move towards the teacher position in the future.

However, there are also some problems in the professional ethics education of normal students in colleges. There is a table about Indicators of Professional Ethics Education for Normal Students. Only by summarizing experience in both aspects can it be conducive to the development of professional ethics education for normal students in colleges in the future.

Table 2.

Indicators of Professional Ethics Education for Normal					
Behavior Items	Level	Excellent	Good	Qualified	Fail
Uphold the Party' s political beliefs		✓			
Be passionate about education			✓		
Have knowledge about rules and regulations for teachers					✓
Be familiar with the connotation of professional ethics					✓
Attend the courses of professional ethics education					
Participate in practice activities for ethics education				✓	✓

4. Problems of Professional Ethic Education for Normal Students

4.1 Imperfect Profession Educational in Content

(1) Insufficient Courses on Professional Ethics Education

A is a junior. His college courses include two to three courses on teachers' professional ethics education, such as the *Class Management, Code of Teachers' Professional Ethics and Educational Laws and Regulations*. B is a freshman who even does not have a course about professional ethics. Most of his schedule consists of courses that is about basic professional knowledge. C and D are sophomore students, they have got cultivation of ethic thought and educational laws. E is a senior. There are no courses for senior students. So as we can see, the content of the professional ethics education relatively simple, which is reflected in the lack of professional ethics education courses.

Question A: Does your university offer special courses of professional ethics education ? The results obtained are shown in Figure 2:



Figure 2.

According to the survey results, when the normal students were asked whether colleges and universities offer them enough professional ethics education courses for teachers, 25.0% of normal students said they did not know whether the college offered them professional ethics education courses or not, while 14.0% of normal students said they were not offered such courses.

(2) Backward and Immutable Content in Professional Ethics Education

The content of professional ethics education for normal students should keep up with the development of the Times, that is to say, the content is not immutable, but constantly innovative. So, the corresponding content should be formulated and updated. General Secretary Xi Jinping has put forward clear new requirements for teachers in the new era. He has proposed "teachers should have faith, virtue, knowledge and kindness" (Xi Jinping, 2014), and "teachers should be the guiders of students in the four aspects" (Xi Jinping, 2017), which all normal university students should know and implement them. The state also has relevant documents about teachers' professional ethics, such as *Education Law of the People's Republic of China*, *Professional Ethics for Primary and Secondary School Teachers*, *Teachers Law of the People's Republic of China*, *Basic Norms for Teachers' Professional Ethics* and other policy documents. However, there is little study of relevant laws in teaching practice.

Question B: Do you have any knowledge about educational laws for teacher?

Knowledge about laws for teachers

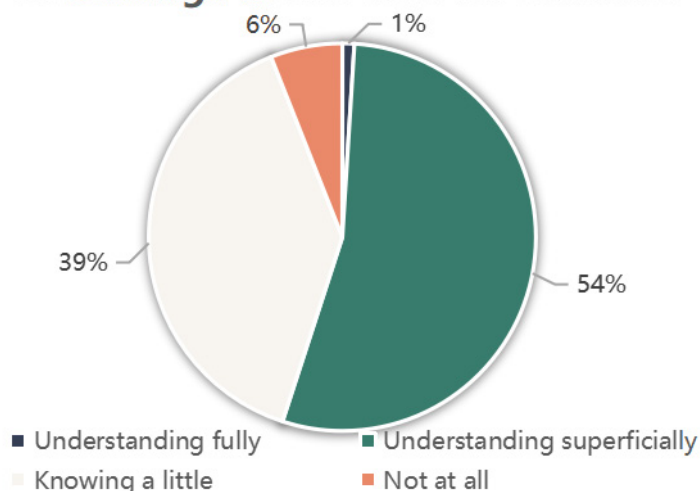


Figure 3.

In the interview, we ask interviewees whether they think it is useful for their education to learn relevant laws and policies or not. Most interviewees think it is useful to cultivate the moral quality of normal university students. There are also a few interviewees who consider them useless.

Question C: Do you think the content of moral education for normal university students in your university can keep up with the reality of educational reform and development?

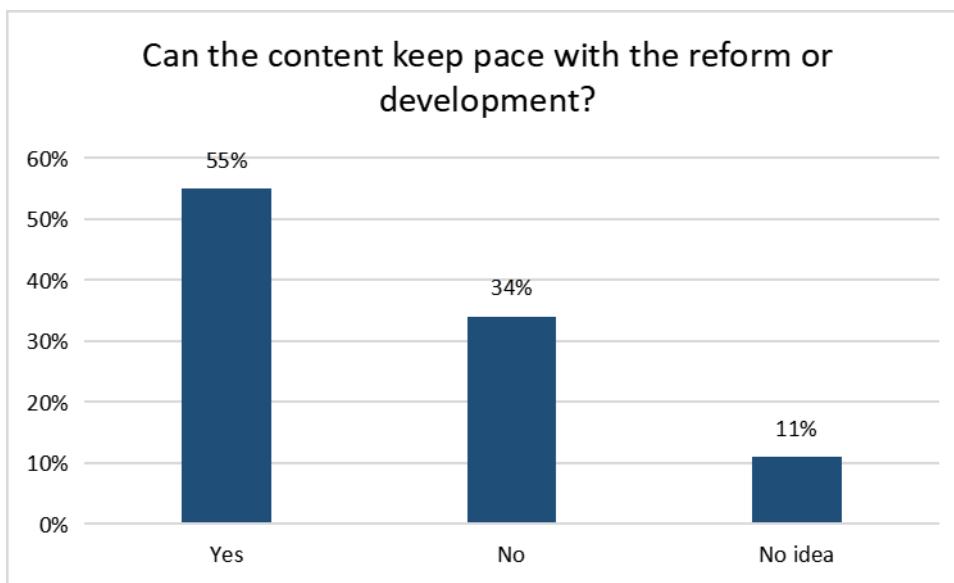


Figure 4.

55% students think the content can keep up with the reality, 34% think it can be partially, and 11% are not clear about it. The survey results show that in education, the content of professional ethics education for normal students cannot be updated in time, and the requirements of teachers' ethics in the new era are unclear in the teaching process. In order to cultivate normal university students into qualified teachers in the new era, it is necessary to grasp the requirements of the new era for teachers and integrate them into the content of moral education of both normal university students and teachers.

Therefore, the content of teachers' professional ethics education is particularly important to the training of normal university students. But in the real teaching, this point is not perfect enough, the education content failed to update in time. There are errors between educational content and actual education. The innovation is lost.

4.2 Single Teaching Methods on Professional Ethic Education

Usually, students don't care about professional ethics education class. Only at the end of the semester will students begin to pay attention to what they have learned in this course. In fact, they are more concerned about how to assess this subject. They want to finish all the content of the course in the last two weeks, and then focus on reciting some knowledge marked by the teacher to pass the exam, and even get an excellent scores. During the class, most students in the class did not listen carefully. Only when the teacher was about to ask questions or the teacher carried out some unusual teaching activities would the students focus on the class and actively participate in the classroom activities. At the rest of the time, students are doing things that have nothing to do with this class, such as browsing mobile phones, reading professional books, preparing for exams, etc. The teacher has been reading and explaining the content of the book. Lots of students think this kind of classes are extremely boring, because their teacher is always read the words in the book that they can get by themselves. So most of them complain it's useless. But if teacher can give the lecture more interesting and different, for instance, using modern multimedia technology to present the class or giving them a chance to be a real teacher, most of them will enjoy it. Schools also rarely offer lectures and activities related to teachers' professional ethics education. From these phenomena some problems can be revealed.

(1) Antiquated Indoctrination Teaching Method

Teachers adopted the antiquated indoctrination method of teaching, which ignores the students' subjectivity, inhibiting the enthusiasm and innovation of students. Although students can systematically learn theories through specialized professional ethics education courses, they are not interested in the cramming of theories, which leads to students unable to fully absorb the knowledge taught by teachers, and the educational results are not obvious. The final result is that normal students study for course scores, which violates the teaching objective of course setting and fails to achieve the function of course serving education. Besides, the teaching means are relatively single. With the rapid development of society, the continuous breakthrough of science and technology has provided novel teaching means for education. The new teaching means, such as virtual network classroom, virtual scene creation and so on, can help the teaching content become concrete, vivid and attractive to students, who can arouse enthusiasm to participate the class activities. However, in the teaching front, the distribution of teaching resources is uneven and the use of modern educational means is less. The utilization rate of multimedia technology in teaching is still low.

Question D: What are the main teaching methods for teachers in professional ethics educational courses?

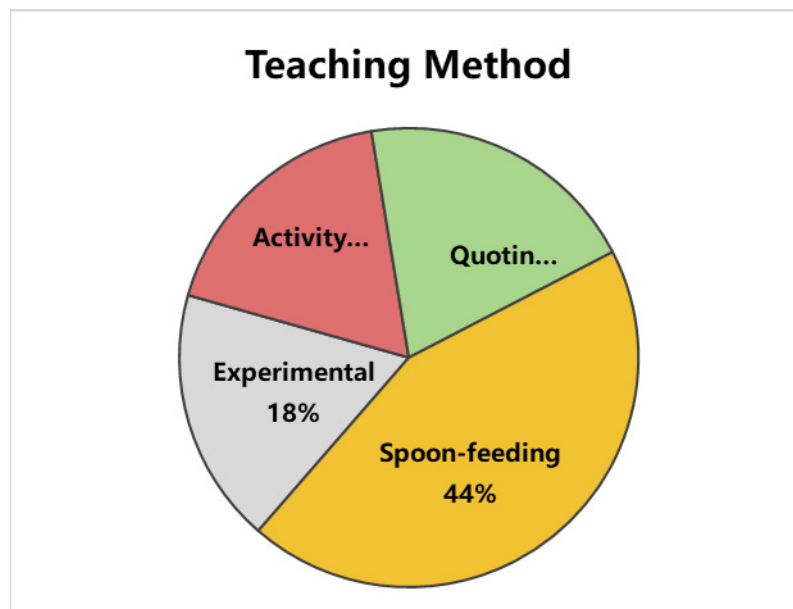


Figure 5.

According to the Figure 5, When teaching professional ethic educational courses, the main teaching methods are that theoretical indoctrination are 44%, quoting scripture 20%, experiential teaching 18% and activity teaching 18%. At present, there are many teaching methods, but limited by the actual situation, the teaching method is still theoretical indoctrination as the main way, cramming teaching method makes normal university students less enthusiastic about learning professional knowledge. Colleges and universities should create more teaching

ways to make normal university students grow into all-round talents needed by the society.

(2) Less Educational Practice

The professional ethics education lacks practical activities. Apart from Classroom education, practice education is also an important way for normal students to receive professional ethic education. But this practice form is too few.

Question E: Have you ever participated in educational probation or internship organized by the school?

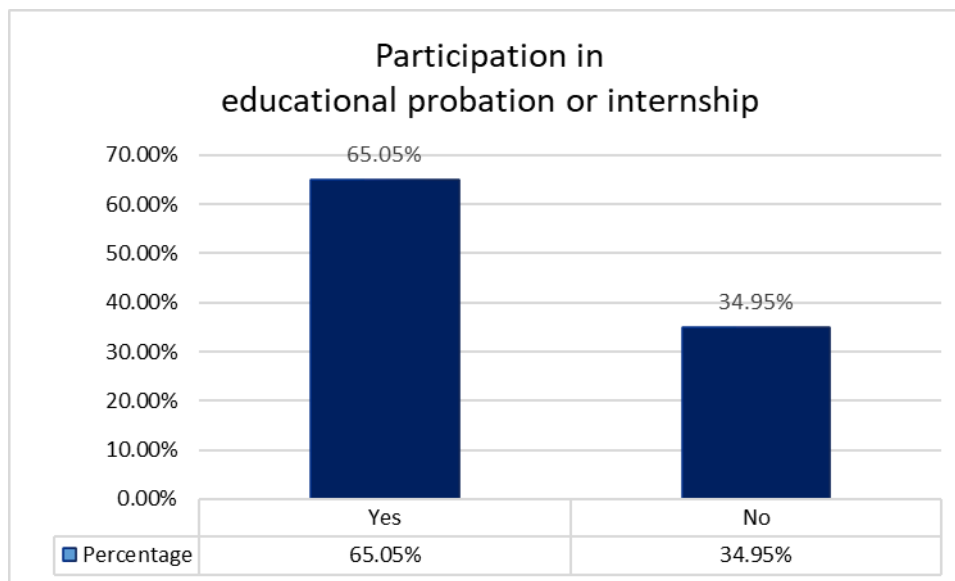


Figure 6.

As shown in Figure 6, when talking about the participation in the education probation or internship organized by the school, among the students under investigation, 34.09% of them did not participate in it, which reveals a deficiency of education in normal students' training. Through practice, normal university students can apply the relevant knowledge of teachers' professional ethics in practical education, so that they can achieve the unity of knowledge and practice. When normal students encounter the contradiction between theory and reality in practice, they can provide guidance for the contradiction according to the theory they have learned. However, there are limitations in this practice, and supervision is not in place. This requires continuous improvement of the practice and exploration of new practices.

4.3 Poor Teaching Effect on Professional Ethics Education

When asked "Do you know teachers' professional ethics?", many normal students can say something like "A teacher should love the country and respect and care about students ...". They do not have a very clear idea of this phrase.

(1) Insufficient Knowledge on Professional Ethics

Normal students have insufficient knowledge on professional ethics. At present, normal students lack of theoretical knowledge about teachers' professional ethics. On the one hand, they cannot accurately understand the connotation of "teacher's professional ethics" and have a very vague understanding of it.

Question F: Do you understand the connotation of teachers' professional ethics?

The result of this problem is shown in Figure 7:

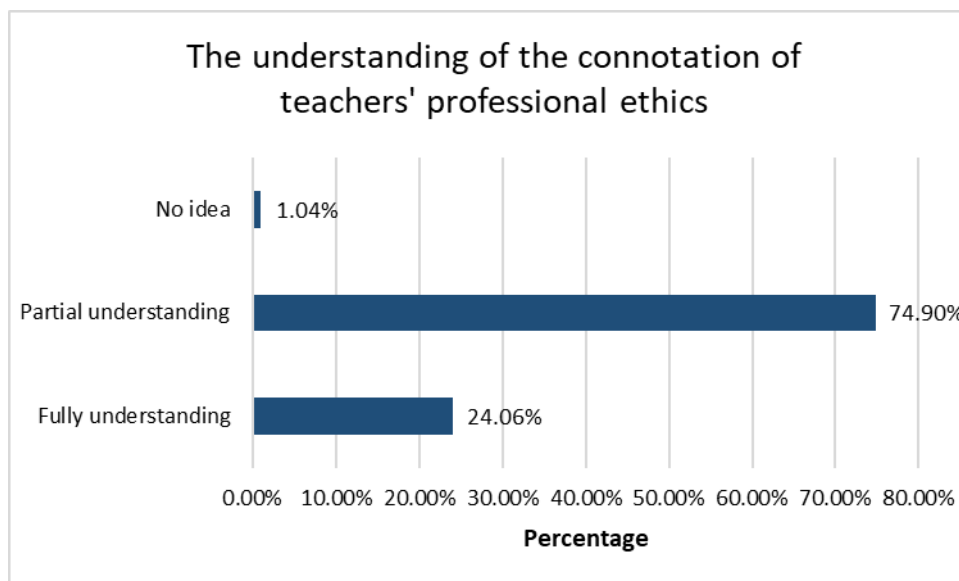


Figure 7.

As can be seen from Figure7, the proportion of contemporary normal students who do not know much about the professional ethics of teachers is 73.33%. This reflects that most normal students are in a state of little knowledge and cannot accurately grasp the connotation of teachers' professional ethics.

(2) Poor Understanding on the Content of Professional Ethics.

Normal students have a poor understanding of the content of professional ethics. Normal students don't know what norms they should abide by.

Question G: What do you think of teaching as a profession?

Table 3.

What do you think of teaching as a profession?		
Number	Cognition	percentage
1	to teach and educate people	19%
2	to disseminate knowledge	5%
3	be selfless and respected	73%
4	be toil with low salaries	3%

According to the Table 3, in the questionnaire:what do you think of the teaching profession(the cognition of the teaching profession): 72.73% of normal students think that the teaching profession should be selfless and worthy of respect; 4.55% of normal students have this belief that the mission of a teacher is disseminating knowledge; 19.32% of normal students believe that the responsibility of teachers is to teach and educate people;while 3.41% think that being a teacher is a toil profession with low salaries.The teaching profession is not only an honorary profession, but also a profession of teaching and educating people. While as we can see from table 3, the sense of professional ethics of normal students needs to be strengthened.

Question H: Would you like to be a teacher for life? The results of the survey are shown in Figure 8:

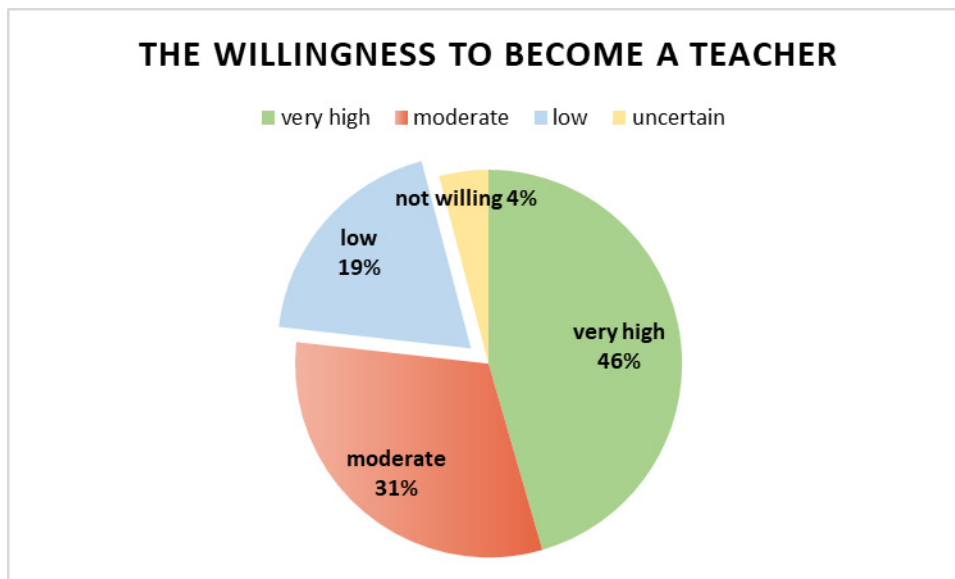


Figure 8.

According to Figure 8, it can be seen that nearly half of normal students are very willing to be teachers for life and have a strong professional will. However, 31% of normal students are uncertain about whether they are willing to work as a teacher for life, and such students' professional will be easily shaken; the number of students who are reluctant or unwilling accounted for 19% and 4% respectively, indicating that these students have a negative attitude towards the teaching profession. According to Figure 8, the professional ideal education of teachers for normal students has not reached the educational goals. The professional ideals and beliefs of teachers are not firm enough.

5. The Main Reasons for the Problems in the Professional Ethics Education

There are many reasons for the problems in the professional ethics education of normal students. The results reflected in the above survey provided a basis for these problems. The following will analyze the reasons for the problems existing in the professional ethics education of normal students from three levels: the university, the students and the teachers.

5.1 The Universities Pay Insufficient Attention to Professional Ethics Education

Cultivating qualified teachers is the primary mission of normal majors in universities. Professional ethics education is the most critical part of the process of normal students receiving education during school, and it is also a key point in training qualified future teachers. Judging from the results in the relevant surveys, there are imperfections in the professional ethics education of normal students. There are the following aspects:

(1) Despise the Professional Ethics Education of Normal Students

Universities despise the professional ethics education of normal students. At present, there is a problem of "focusing on teaching skills education while despising professional ethics education" For example, universities frequently hold a lot of activities, such as "teacher skills competitions" and "lecturing competitions" and so on, which reflect that schools attach great importance to the professional skills training of normal students. However, there are few special courses related to professional ethics education, which leads to the failure to teach professional ethics to normal students comprehensively and systematically. In order to facilitate normal students to have an advantage in future employment, universities focus on the cultivation and improvement of normal students' teaching methods, theoretical knowledge and teaching skills, ignoring the cultivation and strengthening of professional ethics of normal students. As we all know, the mission of teachers is not only to "teach", but also to "educate people". A good teacher not only needs superb teaching skills, but also needs good teacher ethics.

(2) Unreasonable Arrangement and Inadequate Supervision

The curriculum is poorly organized and regulated. Scholar Ma Jiansheng once pointed out that "the content of professional ethics education should come from a wide range of social activities, political life, ideological and political education and history" (Ma Jiansheng, 1999), but in fact, professional ethics education in teaching is often replaced by ideological and political education, and it occupies the main position of professional ethics education. Besides, professional ethics education courses have not been valued by the school. Only when normal

students are seniors will students be arranged to participate in three months of teaching internships and internships. This short three-month internship is enough for normal students to train their teaching skills, but the formation of good professional ethics is far from enough. What's more, a small number of normal students do not pay attention to educational practice at all. In order to concentrate on preparing for the postgraduate entrance examination, they do not participate in the educational internship organized by the school. This cannot fully ensure that every normal student can master the requirements and norms of professional ethics and practice professional ethics in educational practice.

(3) Unscientific Assessment System for Teachers

The universities lack a scientific assessment system for teachers. Most universities only focus on academic qualifications and scientific research results, while ignoring the assessment of teachers' professional ethics of college teachers. The behavior of teachers in universities is not strictly carried out in accordance with the standards of teachers' ethics. The punishment for violating teachers' professional ethics is too light. Universities do not have a reasonable measure combining moral encouragement and material awards. Therefore, the lack of a scientific assessment has led to laissez-faire teachers in universities, regardless of teachers' professional ethics and requirements to restrain their behavior. As a result, teachers in universities do whatever they want in the process of teaching and educating people, and do not play an exemplary role for normal students.

5.2 The Normal Students are Unconcern on Professional Ethics Education

The professional ethics of normal students is not inherent in nature, but can only be formed through long-term practice and exercise under the guidance of scientific theoretical knowledge. The combination of theory and practice is the fundamental way for normal students to cultivate morality. Normal students who do not pay attention to their own professional ethics will cause many problems. The manifestation of normal students' despising teachers' professional ethics is that some normal students are not motivated to learn professional ethics and do not attach importance to educational practice, and employment pressure makes normal students unable to take care of moral cultivation.

(1) No Motivation to Learn

Some normal students are not very motivated to learn professional ethics and do not pay attention to educational practice. According to the students I interviewed, some of them think that as long as they pass the unified teacher qualification examination, they can get the teacher qualification certificate. It is not important for them to learn and master the professional ethics of teachers at all. Even if they may engage in the profession of teacher in the future, there will be pre-job training for new teachers to fill the "gap" in their understanding of teachers' professional ethics, which causes that these normal students never consciously and actively learn the professional ethics of teachers during school. The educational apprenticeship and internship activities for normal students in universities are generally organized by the school and carried out in batches. However, the management is loose, and it is difficult for all normal students to carry out educational internships, go to primary and secondary schools to attend classes, and serve as substitute teachers or assistant head teachers in practice. In fact, from the interview, three normal students reported: "Many of my classmates do not attach importance to educational practice at all. They evade educational internships under the name of "going to their hometown to participate in educational internships" or "not participating in educational internships based on the postgraduate entrance examination". In the end, they found a relationship and stamped the education internship certificate. Prove that you have participated in educational internship activities. But in fact, they did not really participate in educational internship. In this way, normal students who are absent from educational internships fail to combine theoretical practice with educational internship practice. Not only cannot they deepen their understanding of professional ethics, but they can't improve their teaching skills, exercise their teachers' professional quality, strengthen teachers' professional ideals and beliefs, and enhance teachers' own teachers' moral emotions. It can be seen that the absence of normal students in educational practice has had a great impact on the formation of their teachers' moral cultivation.

(2) Great Employment Pressure

Second, as of 2022, China's undergraduate graduates have risen to nearly 10.76 million. However, the corresponding increase in jobs is not very synchronized, resulting in a gradual increase in the contradiction between supply and demand. The employment difficulties of college students have increasingly become a major problem in society.

Although teachers are relatively well-respected and honorable occupation, they also need a regular life, which must be achieved through money. Nowadays, people mainly rely on work to get paid. Imagine that if work is not

guaranteed, even the most basic food, clothing, housing and transportation can't be solved. What else do people have the energy to do? The number of college graduates has increased sharply, but the jobs provided by society are very limited, leading to employment pressure of employees very high. Therefore, the work of normal students cannot be implemented, and there will be no idleness to cultivate their professional ethics. Nowadays, employers concern more about the professional knowledge and skills of candidates when recruiting, and tend to recruit those with better working ability, and do not pay much attention to professional ethics. Among the subjects I interviewed, Classmate B said, "A lot of employers only recruit employs through writing examinations, interviews, physical examinations and other procedures, which are impossible to thoroughly understand a person, nor can they test a person's professional ethics. Therefore, in order to find a satisfactory job, my classmates spend most of their time to learning professional knowledge and skills and improve their self-abilities, so as to gain the favor of employers, instead of specializing in more "false" things such as how to improve professional ethics. From this point of view, it is not difficult to explain that the professional ethics of today's normal students is not high. In a word, employment pressure is also an important factor in the low professional ethics of normal students. Their work problems cannot be properly solved, and there must be a long way to go to improve their professional ethics.

5.3 Teachers are Poor in Professional Ethics

The failure of professional ethics education in colleges and universities is closely related to the poor demonstration role of some teachers themselves. In general, it can be explained from the following aspects.

The teachers' values of teaching are not correct. They completely regard teaching as a means of livelihood, pay one-sided attention to material interests, and have no energy to think about how to improve the professional ethics of normal students. Secondly, the effect of teacher education is distorted. They only think that the task of teachers is only to "preach, teach and solve problems", that is, the transmission of knowledge, and ignore their "educating" responsibilities, especially the cultivation of students' professional ethics. Thirdly, the professional behavior of teachers is inaccurate. Some teachers in normal colleges and universities did not prepare for classes enough, and regarded the class as a task, and did not work hard at all. In class, their lectures also are dull and scripted. They usually adopt a perfunctory attitude towards students. There is little communication between teachers and students. Before the exam, they will draw the scope and focus, even if students who rarely come to class can still take high scores.

6. Countermeasures to Tackle the Problems in Professional Ethics Education

6.1 Strengthen the Professional Ethics Education for Normal Students

(1) Update the Professional Ethics Education in Content

The content of professional ethics education should keep pace with the development of the times on the basis of inheriting the traditional professional ethics in the past. First of all, we should incorporate the latest requirements for teachers in the new era, that is, the standards of "four good teachers", "four guides" and "four unity" into the content of professional ethics education for normal students, so as to keep pace with the times, and update the content of professional ethics education for normal students. Secondly, the current professional ethics education activities of normal students are closely integrated with the content of real life and current affairs, so that the professional ethics education of normal students is no longer empty and boring, so as to stimulate their enthusiasm and interesting for learning the theoretical knowledge of professional ethics.

(1) Implement the Professional Ethics Educational Practice Flexibly

The professional ethics education activities should be carried out flexibly and diversified, and educational practice activities should be held through multiple channels. During the interview, here is a question, "Do you think are there any other ways to educate normal students about professional ethics besides classes?" Among them, Classmate A replied, "I hope that teachers should not only read textbooks, but can explain textbooks in combination with their educational experience, and use the examples of prominent teachers to reflect what professional ethics a teacher should have." For example, timely discuss the relevant popular cases of professional ethics in society. This not only allows normal students to actively pay attention to current political hotspots, but also allows them to participate in the discussion and reflection of professional ethics examples. Through reflection and discussion of cases, normal students have further deepened the impression of professional ethics, and can also arouse normal students to consciously learn the professional ethics.

Another student B said, "I think the school can give us more opportunities to contact students, such as providing us with part-time jobs in education. Because I don't think a three-month internship is enough for our normal students to carry out professional ethics education." Therefore, first, universities should actively organize normal

students to go to primary and secondary schools, so that normal students can experience the work and life of real teachers in front-line teaching positions, put themselves in practically discussing the relevant problems of professional ethics conflicts encountered in educational practice, and participate in solving these problems they encounter. Second, Normal students should personally participate in educational internships, obtain a sense of achievement, satisfaction and teachers' professional emotions generated in the teaching process, strengthen their belief in teaching, and better practice professional ethics.

6.2 Give Full Play to the Subjective Initiative of Normal Students

In order to improve the effect of professional ethics education for normal students, we must not only rely on teachers' teaching by example and auxiliary education in the social campus environment, but also give full play to the initiative of normal students themselves. Only by giving full play to the initiative of themselves and internalizing the professional ethics into the teacher moral concept of normal cows, can they improve their professional emotions, improve their self-moral cultivation, and achieve the ultimate goal of teacher ethics education.

(1) The Normal Students Should Take the Initiative to Learn

The normal students improve their professional skills through professional learning, practising. Only when they engage in the position of teacher in the future can they be proficient in teaching. Normal students should also consciously cultivate professional ethics in professional learning, and conscientiously study the courses closely related to professional ethics in professional courses (such as pedagogy, psychology, ethics, teachers' professional skills, head teacher work, etc.) to understand the connotation of professional ethics and consolidate their professional ethics.

(2) The Normal Students Should Actively Participate in the Educational practical activities carried out by colleges and universities.

“Morality comes from human practice and serves social practice. Without the educational practical activities, the professional ethics of normal students in colleges and universities will not be cultivated and promoted.” (Jiang Xiyan, 2013) So Normal students should continue to strengthen the learning of professional ethics education in practice, and internalize them into their own professional ethics quality.

(3) The Normal Students Should Reflect on Their Daily Teaching Activities

The formation of noble professional ethics is inseparable from the reflection and self-examination of daily teaching activities. That is to say, consciously practicing professional ethics is inseparable from normal students and teachers themselves consciously strengthening professional ethics cultivation in daily life, and reflecting and introspecting on themselves. Normal students and teachers should constantly overcome and rectify their own bad **behaviors** and ideological tendencies, and reflect on whether their behaviors and ideas meet the normative requirements of professional ethics. Only in this way can the corruption of teachers' professional ethics will be reduced and win the respect of parents and society.

6.3 Vigorously Improve the Professional Ethics of Teachers

The professional ethics of teachers in colleges directly affects every normal student. Therefore, every teacher working in a normal college should constantly strengthen his or her professional ethics, set an example for students.

Strengthening professional ethics education for college teachers can be made from the following aspects:

(1) Country should formulate the professional ethics of college teachers.

At present, in addition to formulating *the Code of Professional Ethics for Primary and Secondary School Teachers* and *the Code of Professional Ethics for Teachers in Secondary Vocational Schools*, the state does not have a unified code of professional ethics for colleges and universities, so that college teachers do not have explicit moral quality requirements, and there is no institutional support for improving the professional ethics of college teachers. Therefore, each master college should formulate a professional ethics for teachers with its own characteristics.

(2) Universities Should Select the Teachers with High Professional Ethics

Universities should select teachers with high professional ethics. When universities are selecting teachers who carry out teacher ethics education for normal students, efforts should be made from the following aspects: First of all, excellent teachers in majors related to teachers' professional ethics education should be selected as teachers of teachers' professional ethics education. Only such teachers have both front-line teaching experience

and relevant professional knowledge. Secondly, experts from teachers' professional ethics education can be hired to give lectures for normal students. Finally, making good use of the teaching internship and internship of normal students. Choosing an internship instructor with high moral literacy is very important. By strictly taking the admission system for new teachers and selecting teachers with high professional ethics as the guide for normal students, the professional ethics quality of normal students will also be gradually improved.

(3) Establish a scientific reward and punishment mechanism

In the daily teaching life of teachers, the education department should establish a scientific reward and punishment mechanism to play its regulatory and assessment role. It should also publicize the punishment examples of teachers with unqualified teachers' professional ethics, so that teachers can restrain their own behavior and maintain good professional ethics quality. This also reminds normal students in school not to violate teachers' ethics, strictly discipline themselves, and improve the professional ethics of normal students.

“Praise teachers' professional ethics models, and expel and punish the scum of teachers' professional ethics in the teacher industry.” (Yang Chunmao, 2014). Governments and education authorities have the obligation to motivate and publicize advanced schools and excellent teachers. Adhere to the principle of combining material rewards and spiritual encouragement. Besides, excellent teachers' moral performance should be included the promotion and assessment standards. When judging professional titles and awarding excellence, priority should be given to the teachers with prominent professional ethics.

Punish and expel the teachers' moral scum in the teacher ranks, directly revoke the teacher qualification certificate if the circumstances are serious, and prevent those whose professional ethics of teachers continue to engage in teacher positions to mislead people. Secondly, promulgate the punishment of teachers with unethical ethics by the education department of the national government, so as to reverse the prejudice of the public against the teaching team, and also warn teachers not to "lose morality" and do things that violate teachers' professional ethics.

7. Conclusion

Through the narrative research, combining with the data obtained through the questionnaire and the interviews with the five normal students, this paper summarizes the problems existing in the professional ethics education of normal students, such as imperfect professional ethics educational content, single teaching methods on professional ethics education and poor teaching effect on professional ethics education. Then it analyzes the reasons for the problems in professional ethics education, mainly from three aspects : teachers , normal students and universities. Finally, it puts forward superficial suggestions for solving the problem of professional ethics education for normal students. First, the school should pay attention to the education of normal students' professional ethics. Second, students should more consciously learn the theoretical knowledge of professional ethics and actively participate in educational practice activities and so on.

There is no higher profession than teachers in the sun, and teachers should be excellent moral figures. With the continuous development of the times and the improvement of human civilization, the society's requirements for teachers' professional ethics have become stricter and stricter. All the students, teachers and universities should pay attention to professional ethics education in the future. The research has some limitations. The number of studies analyzed was small. The questionnaires can not cover all the aspects of existing problems of the subject. It needs more deep research to solve the problems.

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