

# Research on Value Guidance and Practical Pathways for Constructing the Professional Culture of Teachers

Wen Fei <sup>1</sup>, Jianrong Qian <sup>2</sup>

<sup>1</sup> The University of West Alabama, U.S., Alabama, livingston, 35470;

<sup>2</sup> Xi'an Fengdong No.1 School, Shanxi, Xi'an, 710000

## Abstract

*As knowledge disseminators and moral guides, the shaping of the teacher's professional culture not only concerns the growth and development of teachers themselves, but also directly affects the formation of students' values and the future outlook of society. Value guidance, as the core of the teacher's professional culture construction, aims to guide teachers to form a positive and dedicated professional spirit through the integration of a series of concepts and practices. This study aims to deeply explore the issue of value guidance in the construction of teacher professional culture, providing powerful theoretical support and practical guidance for building a more positive and meaningful teacher professional culture.*

## Keywords

*teachers; professional culture; value guidance; practical pathways.*

In the field of education today, building a teacher professional culture has become a central issue that has garnered much attention. This culture not only relates to the individual professional growth and self-identity of teachers, but also profoundly influences the quality and development path of the entire educational system. In the process of building a teacher professional culture, value-led leadership plays a crucial role, aiming to inspire teachers to cultivate positive and constructive professional conduct and behavioral norms through meticulous shaping of a series of value concepts and belief systems.

## 1. Value Orientation in the Construction of Teacher Professional Culture

### 1.1. Value Orientation in Educational Ideas

Educational ideas, serving as the guiding beacon for teachers' behaviors, profoundly shape the trajectory of teachers' professional development. This value orientation places emphasis on the all-around development of students, transcending the limitations of merely conveying knowledge, and instead focusing on cultivating students' emotional world, individual traits, and innovative potential, with the aim of nurturing talents with independent thinking and innovative abilities in the new era. Moreover, the core values of educational ideas are clearly manifested in the relentless pursuit of educational equity. It calls on teachers to abandon all biases and treat every student equally, striving to create equal educational opportunities and resources for them.

### 1.2. Value Standards for Professional Ethics

Professional ethics set clear boundaries for teachers' behaviors and establish lofty moral models for their career growth. It emphasizes that teachers should adhere to core ethical principles of fairness, sincerity, respect, and responsibility in educational activities, which are deeply rooted in teachers' hearts and jointly form the spiritual pillars of the teacher professional culture. When dealing with students, teachers should adopt an equal and open attitude, fully paying attention to each student's uniqueness and striving to promote their all-around development.

### **1.3. Value Identification in Teamwork**

Education is regarded as a comprehensive systematic project, and its successful implementation cannot be achieved without value identification in teamwork. This identification encourages teachers to recognize that the progress of education requires extensive participation and close cooperation from various sides. Based on this consensus, teachers tend to actively explore opportunities for cooperation, achieve the sharing of teaching resources, and work together to tackle challenges in educational practice.

## **2. The Practical Path of Constructing Teacher Professional Culture**

### **2.1. Recognize the essence of the teaching profession**

The essence of the teaching profession is a complex interactive process involving teachers, students, and their intermediary factors such as educational content, methods, technology, etc. The core of this process is to promote the comprehensive development and growth of individual life through the imparting of knowledge and moral guidance. In the context of traditional culture, the teaching profession is endowed with a high moral and cultural mission, emphasizing "cultivating oneself to govern others" and "inner sage and outer king", pursuing the perfect unity of personal moral cultivation and social responsibility, and committed to establishing a heart for heaven and earth, a destiny for the people, continuing to learn from the past sages, and opening up peace for all ages. This cultural value reflects the noble mission of the teaching profession and profoundly influences the professional behavior and spiritual outlook of teachers. However, with the changes of the times, especially the popularization of compulsory education and the establishment of the teacher education system in modern times, the functions and roles of the teaching profession have undergone significant changes. The purpose of education is gradually shifting from simply imparting knowledge to promoting the comprehensive development of students' knowledge, skills, and overall qualities. Especially after the mid-19th century, basic education began to move closer to higher education, and the utilitarian nature of education became increasingly stronger. In this context, the amount of knowledge possessed by teachers and their educational and teaching abilities have become important criteria for measuring their professional qualifications and competencies. As a result, the professional culture of teachers has shown a trend of paying more attention to the cultivation of professional knowledge and skills, and pursuing educational efficiency and effectiveness. However, this trend has also brought some problems. In educational practice, excessive emphasis on imparting knowledge and training skills often neglects the attention and care for students' individual lives. In response to the above issues, modern quality education and new basic education reform have emerged, emphasizing that education should return to the essence of human beings and focus on students' life growth and comprehensive development. Guided by this philosophy, the essence of the teaching profession has been redefined as creating human life. This new understanding requires teachers to pay attention to students' spiritual world and emotional

needs while imparting knowledge, and guide students to discover, realize, and surpass themselves through education.

## **2.2. A relaxed professional environment for teachers**

The current society and parents' excessive expectations and specific value orientations for educational outcomes have brought unprecedented pressure to the teacher community. This pressure stems from the inherent requirements of educational work, as well as the complex and ever-changing external environment, such as high expectations from parents and harsh judgments from social public opinion. These factors are intertwined, causing teachers to generally face the dilemma of professional burnout. Therefore, the key to solving this problem is to alleviate and regulate the professional pressure of teachers from the source, and create a suitable and relaxed professional environment for teachers. At the psychological level, schools should attach great importance to the mental health status of teachers and provide them with psychological counseling services. By providing professional psychological counseling, teachers can effectively cope with work pressure, alleviate occupational burnout, and enhance psychological resilience. In addition, schools should regularly organize mental health lectures, team building activities, and other activities to enhance teachers' psychological adjustment abilities, promote emotional communication and mutual support among teachers. In terms of performance evaluation, traditional evaluation systems often focus too much on results and ignore the efforts and contributions of teachers in the teaching process, resulting in teachers being exhausted from responding to evaluations and losing the joy and creativity of teaching. Therefore, schools should establish a scientific, fair, and reasonable evaluation system to alleviate the pressure of evaluation on teachers, adjust the evaluation orientation, and emphasize the growth and progress of teachers in the teaching process. Evaluation indicators should strive for objectivity and fairness, avoiding subjective speculation and bias, and comprehensively and deeply understanding and evaluating teachers through various forms such as discussions, questionnaire surveys, individual interviews, and listening to reports. In addition to psychological and evaluative support, schools should fully utilize various mechanisms to promote the healthy growth of teachers through discovery, encouragement, understanding, tolerance, and waiting. Provide more attention and guidance to newly hired teachers, helping them adapt to the teaching environment and integrate into the teaching community as soon as possible; Experienced teachers should be encouraged to play a leading role in driving the growth and development of young teachers. Through these measures, teachers can have a sense of achievement, feel the value and significance of their profession, and thus be more actively involved in the education industry.

## **2.3. The value orientation of forming professional culture**

The Outline of the National Medium - and Long Term Education Reform and Development Plan clearly proposes the educational concept of "moral education first, ability oriented, and comprehensive development", aiming to cultivate composite talents with noble character, solid knowledge, and outstanding abilities through strengthening moral education. This requires teachers to have a high degree of moral consciousness and sense of responsibility, lead by example, and pass on good moral concepts and behavioral habits to students through words and deeds. Secondly, the dual subject orientation is an important dimension in the construction of teacher professional culture. Traditional teacher professional culture often overlooks the human factor, viewing teachers as mere knowledge transmitters and guides for student growth. However, under modern educational concepts, the significance and value of the teaching profession lies not only in the creation and

shaping of students' lives, but also in how teachers themselves enhance their subjectivity in work, experience the dignity of professional development, and enhance their internal motivation for work. To achieve this goal, teachers should demonstrate a high level of self-awareness and reflective ability, actively explore diverse professional development paths, such as participating in professional training, conducting in-depth research on educational theories, and engaging in educational research activities, in order to enhance their professional competence and educational insight. At the same time, teachers need to listen carefully to students' needs and feedback, flexibly adjust teaching strategies, and ensure that teaching activities can meet the personalized needs and development potential of each student. In this journey of common growth, teachers can experience the dignity and sense of achievement in career development, continuously stimulating their inner passion and happiness in their work. In addition, a harmonious attitude towards life is equally crucial for teachers, as it requires them to possess excellent life wisdom and self adjustment skills. In busy teaching tasks, teachers should learn to seek enjoyment and maintain a balance between work and life, such as participating in sports and leisure activities, communicating and interacting with family and friends, etc., in order to alleviate professional stress and promote physical and mental health.

## Conclusion

Overall, the value orientation and practical exploration of teacher professional culture is a multidimensional and far-reaching process. It not only relies on the internal awakening and unremitting efforts of individual teachers, but also requires comprehensive assistance and positive guidance from schools, society, and even the educational ecosystem. By leveraging the power of value orientation, we can add new vitality and enrich the professional culture of teachers, ensuring that it keeps pace with the times and meets the new requirements of social development.

## Reference

- [1] Zhao Jie, Sun Lin, Wang Zengxiang Research on the Current Situation and Construction Strategies of Professional Culture for Kindergarten Teachers [J] Teacher, 2023 (23): 72-74
- [2] Fu Anli The Structural Model and Operating Mechanism of Vocational and Technical Teachers' Cross cultural Competence under the Vision of the "the Belt and Road" [J] China Vocational and Technical Education, 2024 (7): 69-76
- [3] Huang Mingxin On the Construction of Professional Ethics of College Teachers in the Perspective of "Cultural Education of Virtue" [J] Textile and Clothing Education, 2023, 38 (6): 79-83
- [4] Song Jie, Li Jun Reflection and Practice on Traditional Cultural Literacy Training for Vocational College Teachers [J] Journal of Guangzhou City Vocational College, 2022,16 (1): 86-91
- [5] Song Ying Building a culture of joyful and happy education to nourish the professional growth of teachers Shaanxi Education (Comprehensive), 2017 (3): 26-28