

Probe into the Way to Realize the Responsibility of “Morality Education” for Graduate Tutor

Ou Ya

*Nanjing University of Finance & Economics, Graduate School, Nanjing, China
yaa20158@163.com*

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Abstract: The realization of the responsibility of “Morality Education” for graduate tutor is an important entry point to promote the development of graduate education under the new situation. By clarifying the concept of responsibility of “Morality Education” to analyzes the necessity and urgency of “Morality Education” graduate tutor. Try to construct an innovative management mechanism of condition guarantee, selection and training, supervision and assessment, reward and punishment for graduate tutor, to realize the responsibility of carrying out “Morality Education” and promote the quality of graduate training.

1. Introduction

Graduate education is the highest level of national education in our country, taking “Morality Education” as the fundamental task; the quality of graduate education is directly related to the goal of “two hundred years” and the smooth implementation of “Chinese Dream”. As the first responsible person of graduate training, graduate tutor shoulders the important task and mission of cultivating high-level innovative talents, which is the key to realize the “Morality Education” education of graduate students.

《Comments of the Ministry of Education on Fully Implementing the Duties of Postgraduate Tutors》(Teaching and Research (2018) No. 1, hereinafter referred to as “comments”) proposes that striving to create a team of graduate tutors with ideals and beliefs, moral sentiment, solid knowledge and benevolence, and fully carrying out the responsibility of “Morality Education” for graduate tutor. The clarity of the responsibility of “Morality Education” for graduate tutor points out a new direction and puts forward new requirements for colleges and universities to strengthen the construction of teachers' moral style, improve the quality of tutors and standardize the management of tutors in the new period.

2. The connotation of the responsibility of “Morality Education”

“Morality Education”, as far as its original intention is, to set up the industry itself, to set an example for future generations, and to train the talents. “Morality Education” inherits the essence of Chinese traditional culture and is a scientific summary of Chinese education. Graduate education is not only to impart professional knowledge and cultivate practical ability, but also to guide students to establish correct ideals and beliefs. “Morality” is to cultivate graduate students with noble socialist character, good personal quality and lofty academic character; “Education” is to cultivate senior professionals with conscious consciousness of innovation, cooperation, science and legal system. Therefore, graduate tutors should not only have the basic qualities such as solid professional level, excellent political quality, noble teachers' moral style, exquisite professional quality and so on. At the same time, also perform some basic duties, such as improving the ideological and political quality of graduate students, cultivating graduate students' academic innovation ability, cultivating graduate students' practical innovation ability, strengthening graduate

students' sense of social responsibility, guiding graduate students to abide by academic ethics, optimizing graduate training conditions, and paying attention to humanistic care for graduate students.

3. The necessity and urgency of carrying out the responsibility of “Morality Education”

In recent years, the phenomenon of mis-demeanour, dereliction of duty and dereliction of order of graduate tutors has occurred from time to time, it has a bad influence on society.

3.1 The collapse of ideals and beliefs leads to the lack of professional ethics

With the deepening of economic globalization and multi-polarization in the world and the rapid development of Internet technology, some mentors have deviated from their ideals and beliefs, their dedication to selfless dedication has been gradually diluted, and their educational work has gradually developed in the direction of utilitarianism. They only regard teaching and educating people as a means of making a living, and completely lose their most essential spirit as teachers. Because of the deviation of ideal and belief, in the process of training graduate students, the teachers can not completely immersed in the process of cultivating graduate students, the teacher and students lack of spiritual communication, some tutors cannot properly handle the personal relations with the students, even with the number of enrolment, graduation conditions, learning resources to suppress and threaten students to conduct improper transactions.

3.2 Lack of academic accomplishment breeds bad academic atmosphere

In recent years, the academic circles of our country are in the ascendant, all kinds of scientific research and innovation emerge in endlessly, there are many young skilled talents, and there are Nobel laureates such as Tu Youyou and Mo Yan. However, the problems of the quality and recognition of Chinese papers are also gradually highlighted, the root of which is the lack of academic literacy and the cultivation of academic misconduct. Some tutors lack basic academic literacy, in order to evaluate professional titles, reward and other personal interests, they violate the basic academic norms, carry out plagiarism and academic fraud, trade, they seriously pollute the academic atmosphere. If this behavior and atmosphere be taught to graduate students, the consequences are unthinkable and it will has a serious impact on the overall academic atmosphere and the quality of graduate training in China.

3.3 The lack of institutional constraints leads to lax management and monitoring

Nowadays, colleges and universities are more based on academic achievements in the qualification identification and professional title selection of graduate tutors, and do not make too much investigation on the ideological and moral quality, political quality, professional quality and so on. However, in the graduate training management system, colleges and universities will unconsciously weaken the ideological and political education function of mentors, this didn't form an effective assessment and management methods to tutors and lack of effective supervision and management mechanism, resulting in the responsibility of “Morality Education” of tutors cannot be realized.

4. The Construction of innovative management mechanism for graduate tutors

The realization of the responsibility of “Morality Education” of graduate tutor is a long-term and complex system engineering, which needs coordinated development and cooperation in many aspects. Therefore, it is the key of the problem to build the innovative management mechanism of the graduate supervisor, define the scope of work of the supervisor, and promote the integrity,

normalization and scientific realization of “Morality Education” of the supervisor under the rigid constraints of the system.

4.1 Conditional guarantee mechanism

a. Strengthen organizational leadership

In the realization of the responsibility of “Morality Education” of graduate tutor in colleges and universities, the management mode of the realization of the responsibility of “Morality Education” of the graduate tutor whose party and government integration is integrated is constructed. In terms of management, the party committee of colleges and universities acts as the main body of responsibility to promote the realization of the responsibility of “Morality Education” of graduate tutor, and clearly puts this task on the agenda of the work of the party committee, at the same time, under the leadership of the party committee, graduate schools should establish corresponding work management mechanism, and formulate specific rules for the implementation of graduate tutors’ duties in accordance with the responsibilities of graduate tutors pointed out in 《comments》. At the same time, the party organizations of each college (department) should give full play to their own political core role and supervise the implementation of the policies of the graduate tutor.

b. Implement the guarantee of conditions

Under the leadership of governments at all levels, the administrative departments of education at all levels and colleges and universities should strengthen the guarantee for the realization of the responsibilities of graduate mentors. Colleges and universities should take the project of teacher ethics and style training for graduate tutors as the key project of colleges and universities. According to the different responsibilities and tasks of each tutor, they should give the corresponding academic exchange platform, display propaganda platform, work platform, and provide strong support in terms of funds, personnel and equipment.

4.2 Selection and training mechanism

a. Establishment of tutor access system

In order to better realize the fundamental task of “Morality Education” and promote the all-round development of graduate students, colleges and universities must start from the source. Graduate tutor is not only the first responsible person of graduate education, but also the main body of the realization of the task of “Morality Education”. Therefore, the establishment of the admission system of graduate tutor is the primary task to promote the realization of the responsibility of “Morality Education” of graduate tutor. In the process of selecting, qualification and professional title evaluation of graduate tutors, colleges and universities should not only investigate the professional quality and scientific research ability of graduate tutors, but also investigate the moral, political and professional qualities of tutors. At the same time, colleges and universities strictly check the entry threshold of graduate tutors and establish an effective evaluation mechanism of teachers’ morality, so as to improve the level of graduate tutors as a whole.

b. Constructing long-term training Mechanism

First, colleges and universities should define the training time, place, scheme, and goal, content and training assessment methods of graduate tutors in the form of documents, so as to standardize

the training of graduate tutors. Second, in the choice of training team, colleges and universities should choose some experts, scholars, researchers and first-line graduate tutors with profound theoretical basis and rich moral education practice experience. Third, in the formulation of training programs, making detailed formulation for specific problems, and when necessary, carrying out practical investigation, so as to truly combine the design of training programs with the needs of tutors. Fourth, in the form of training, to be diversified and standardized, so that supervisors can really enjoy the process of training, learn the skills of education, in order to achieve the best training effect.

4.3 Supervision and assessment mechanism

a. Forming a supervisory system of teachers' morality

Colleges and universities should improve the evaluation and supervision mechanism of graduate tutors. First, to establish an all-round teacher ethics evaluation and supervision system as a whole. All sectors of society, teachers, parents and students can be the main body of evaluation. According to the basic duties and accomplishment requirements of graduate tutors, to set the bottom line of teacher ethics. Once violated, to veto by one vote and deal with it seriously according to the rules. Second, to establish an information feedback system for the construction of postgraduate tutors' morality, make full use of social media and network platform, open up channels for information feedback, and keep abreast of the progress of the construction of teachers' morality. At the same time, the relevant supervisory departments in universities should earnestly perform the duty of timely tracking and go deep into graduate education at random and from time to time. The frontline of education should be examined to find out the problems and correct them in time. Third, universities can use self-Media to establish official public numbers of micro-message and micro-blog, publicize the construction of teachers' morality openly and transparently, and encourage students and tutors to supervise through this channel.

b. Perfecting the assessment and evaluation system

First, universities should change the traditional single scientific research-oriented evaluation methods, and constantly strengthen the responsibilities of tutors in academic ethics education, social responsibility and mission education and social dedication education for postgraduates, from academic level, scientific research results, teachers' moral performance, teaching quality and political literacy. In order to establish a scientific and effective evaluation system of teachers' morality, to set up corresponding scoring criteria and scoring according to the actual situation. Second, the evaluation of tutors should be combined with the evaluation of academic members, supervisory departments, graduate students and tutors' self-evaluation. The assessment should be carried out at different levels and systematically. At the same time, the whole process and results of the assessment of tutors' morality should be open and transparent. The assessment department should update and publish the assessment results in time so that the tutors can be able to do so. Timely understanding of their own assessment results, thus to improve. Third, the results of the evaluation of the tutor's morality should be recorded in the personal files of the tutor, so that the university can better understand the situation of the tutor, and at the same time, combine the

performance of the evaluation of the tutor with personal interests as the basis for the evaluation of the post title in the future.

4.4 Incentive mechanism of reward and punishment

a. Clear criteria for rewards and punishments

First, establishing clear reward criteria in the evaluation of graduate tutors' morality, the tutors who respond well in the teaching of graduate students should be given material and spiritual rewards, such as: improving performance pay, rewarding year-end bonuses, etc. For these excellent graduate tutors, they need to be displayed and publicized, so that they have the opportunity to exchange and share teaching experience with other tutors, and play an exemplary role. Second, to establish clear punishment standards, colleges and universities should thoroughly implement the Party's and the state's educational policies and integrate them into the teaching work. For those who violate the moral bottom line of graduate tutors should be dealt with seriously according to the management methods of colleges and universities, the tutors will be cancellation by one vote and direct dismissal who will seriously pollute the academic atmosphere and cause extremely bad society influence.

b. Enriching incentive forms

First, goal incentive, universities should guide graduate tutors to set practical goals of cultivating morality according to their own characteristics. At the same time, universities should strengthen the propaganda of "Morality Education" 's goals, so as to stimulate their strong work enthusiasm and sense of mission. Second, image incentive, for those excellent graduate tutors in the teacher ethics assessment by photos and data presentation to display and publicity, and at the meeting to commend, issue honorary certificates, call on and guide other tutors to learn from the excellent tutors. Third, emotional incentives, colleges and universities should communicate with their tutors more, and give them humanistic care from their thoughts, life, work and other aspects, so that they can realize the professional value of their profession, and stimulate their enthusiasm, initiative and creativity. Fourth, material incentives, colleges and universities can combine the assessment mechanism with the reward mechanism, select excellent teachers through the assessment scores, and give certain material incentives, reflecting the concern of colleges and universities for teachers by doing these.

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