

Mediocre Evil: Research on Alienation of Teachers' Responsibility Ethics

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Abstract: In the current development of education, although it has been well developed, in the actual process of development, many teachers have programmed their work, that is, to complete the tasks arranged by the education system in a step-by-step manner. The serious problem caused by this way is that it has some hidden dangers which are not conducive to the development of students, and even causes serious educational consequences. At present, the purpose of students' education is to master knowledge and its corresponding methods. Under the guidance of the idea of "mediocre evil", the relevant teachers only fulfill their duties as a professional person, but they can not assume their due responsibilities for students' growth and help, which leads to the future development of students. Serious impacts, especially the lack of spiritual guidance on students, make them homeless, and even lead children to go astray. Seriously speaking, this teaching method is simply stifling the development of children. Based on this, this paper, based on the evil of mediocrity of teachers, analyses the basic connotation, manifestation and harm of the evil of mediocrity, causes of formation and transcendence, and other related contents, thus providing research ideas for improving this teaching concept.

1. Introduction

In 2013, Lin Senhao was sentenced to death in Huang Yang's poisoning death case, a graduate student of Shanghai Fudan University Medical College. In his final personal statement, he said that he was homeless in the free world and had no values, principles and ethics [1]. From its statement, we can see that many students in our country, including those in brand universities, are hardly well educated for their growth. The reason is that the traditional exam-oriented education results in bad results. In this educational system, the absence of soul appears in the long-term stalemate between teachers and students. Teachers teach according to the texts and students study with the essential emphasis on participation. As a result, students and teachers can not achieve the same teaching, resulting in the lack of soul and values of the talents. This is actually a kind of situation. The mentality of strangling talents and being irresponsible to society is the evil of mediocrity. Specifically, it is the same evil of mediocrity as Eichmann's [2]. That is to say, in the blindness of education, teachers' sense of meaning disappears while students have no soul. The development of this mentality will result in the mediocrity of the whole society. Although there is no evil in the form of this mediocre evil, its essence is a serious evil, a kind of evil that destroys the students' soul and ideology [3]. How to interpret this evil phenomenon and achieve the transcendence of this evil phenomenon is the topic of this paper. This paper makes a detailed analysis of it.

2. Analysis of the Basic Connotation of the Evil of Mediocrity

2.1. Basic Concepts of teachers' mediocrity and Evil

The so-called evil of mediocrity of teachers does not contain all the characteristics of the evil of mediocrity as we usually call it, but refers to all the tendencies and behaviors of teachers who tend to be mediocre and evil [4]. Therefore, the evil of mediocrity of teachers is essentially different from that of the former. Therefore, before studying the teacher's mediocre evil, we should first

delimit the scope of the teacher's mediocre evil, which is also the prerequisite for studying the teacher's mediocre evil. Teachers' mediocrity mainly refers to their lack of judgment of right and wrong. They only follow the rules and regulations in their work and teaching process, but lack their own ideology. They pay more attention to how to promote their professional titles and how to perform their personal duties. Figure 1 shows the basic framework of teaching curriculum design. It can be seen that the housekeeping problem comes from the design of teaching evaluation. This link is also an important aspect of the mediocrity of contemporary teachers.

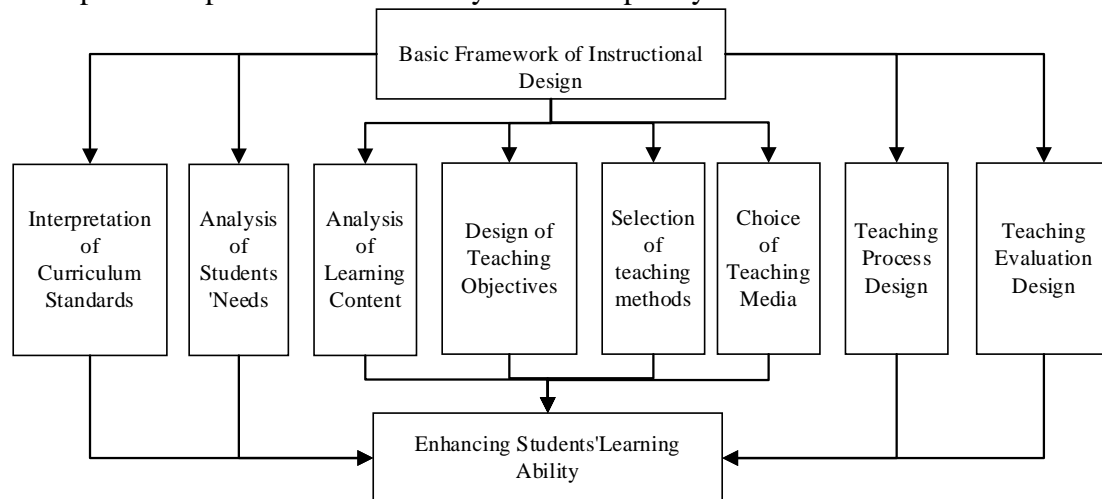


Fig.1. Basic framework of curriculum design

2.2. The relationship between mediocre evil and fundamental evil

The fundamental evil is mainly the origin of all evil, and it is not a specific evil of imagery. Generally, scholars believe that moral law is to maintain the order of human society and form the basis of an orderly society, while the fundamental evil is a deliberate violation of this moral law. That is to say, the fundamental evil is the subjective basis of the possibility that it is contrary to the moral law in its selection [5]. Its main feature is a planned one. The premeditated self-deception is a deliberate violation of the universally recognized subjective law of morality. From the point of view of rationalism, the fundamental evil mainly stems from people's free will, and it is a special act that violates oneself. Fundamental evil can be transformed into mediocre evil, the main reason is that they are essentially homogeneous. The mediocre evil is mainly manifested in blind obedience and thoughtlessness, which makes a person superficial, but the mediocre evil is not intentional. It is often bound by the real system and leads to the crowd under the relevant system. Blind obedience leads to the emergence of evil phenomena, so there is a significant difference between them. But the evil of mediocrity of teachers actually violates the teaching objectives, which seriously hinders the all-round development of students and endangers the society in the long run.

3. Analysis of the Evil Behavior and Harm of Teachers' Mediocrity

3.1. Analysis of the evil behavior of teachers' mediocrity

Teachers' mediocrity is an evil phenomenon that endangers students' long-term development in the future. It buries hidden dangers for the long-term development of society, but this phenomenon is widespread. In order to better analyze this evil phenomenon, it is necessary to analyze the corresponding specific manifestations of this evil phenomenon, which is mainly embodied in the following aspects [6]: (1) teachers' blind obedience to the educational system, that is, relevant teachers adopt a non-ideological and non-value-oriented system regardless of whether it has advantages or disadvantages. (2) Teachers' behavior relies on their own interests and rational activities, that is, teachers regard teaching as a tool and way to realize their own interests, but do not idealize the sacred work of teachers, which is just a skill to earn money and live; and (3) lack of responsibility for students' growth, that is, lack of responsibility for students' growth. Relevant

teachers only carry out procedural work, regardless of students' learning situation and their growing education, only work in accordance with the schedule, and evade the responsibility of students' growth.

3.2. Harm analysis of teachers' mediocrity

The evil of teachers' mediocrity has a very serious harm to the future development of students. Just like the case of poisoning in the Yellow Sea introduced at the beginning of this paper, let a student who receives high-quality education become a killer of evil in fact. Its root cause will be the great influence of teachers' mediocrity. From the point of view of current research, the harm caused by teachers' mediocrity is mainly divided into the following aspects [7]: (1) the harm to students' growth, because of the absence of students' growth, students will have various topics in their future growth, resulting in problems such as lack of values, psychological distortion and so on, which will be healthy to students. Health growth is not conducive; (2) The harm to teachers themselves and the shortcomings of the system make the relevant teachers need to comply with the teaching activities, leading to many teachers become blind adherents to the system, teachers' professional ethics do not obey the existence of IDE, career sense disappears, and the pursuit of fame and wealth from Russia and Japan.

4. Analysis of the Causes of Teachers' Mediocrity Evil

4.1. Objective reasons

The objective cause of teachers' mediocrity lies in the irrationality of the educational system. For example, the assessment in the educational system is a simple index quantification as the main way of evaluating teachers' level [8]. Under this system, in order to achieve self-development, the relevant teachers must take these quantitative indicators as teaching activities. In the teaching activities, the center only pays attention to the indicators, but lacks a certain grasp of the actual situation of teaching. This blind obedience to the system leads to the serious containment of teachers' teaching ideas and eventually transforms them into their own profit-making machines. An important aspect of this problem is the unreasonable use of the system. Teachers' duties are distorted, resulting in serious consequences.

4.2. Subjective reasons

The subjective cause of teachers' mediocrity lies in the loss of subjectivity. Subjectivity is the way teachers show the society, which shows teachers' subjectivity. However, in the current educational environment, the loss of teachers' subjectivity is a very common phenomenon [9]. Teachers lose themselves and their teaching characteristics and individuality in the process of teaching, resulting in a class of blind followers in the process of teaching, which leads to this problem in their own factors.

4.3. Social reasons

Social reasons are mainly reflected in the rise of mass society, which causes the loss of public and private spheres. In the era of mass society, the erosion of the public sphere as an important place to show individual characteristics makes the individual's creativity and sense of excellence disappear, and to a certain extent causes the loss of individual subjectivity [10]. In addition, the principle of mass society is widely used in the field of teaching teachers' personal performance space is narrowed, resulting in the lack of vitality of teachers, which promotes the generation of teachers' mediocrity evil.

5. Teachers' Mediocrity Transcends Evil

Teachers' mediocre evil transcendence mainly needs to transcend social, subjective and objective reasons. For the above three aspects, first of all, we need to surpass the social factors, which requires the social aspects to effectively control the mass society and other related affairs, reduce

the erosion in the field of local education, and provide a good environment for the construction of teachers' subjectivity. Secondly, the transcendence of subjective reasons requires the construction of teachers' ethics, the cultivation of teachers' professional ethics and ethics, as well as social conscience, and the cultivation of teachers' professional sense of responsibility and sacredness. Finally, we should surpass the objective factors, which requires the abandonment of some restrictive systems for teachers' development and the construction of a flexible evaluation system, so as to optimize the evaluation mechanism of teachers so as to provide basic guarantee for the improvement of teachers' self-awareness.

6. Conclusion

Although the evil of mediocrity of teachers is not the original evil in form and its corresponding social harm is not serious in the short term, it is essentially a killer on the soul level. It kills the soul and thought of students, makes students have no values and spiritual destination, and causes students to diverge. Increased possibilities of travel lead to great potential threats to society, such as the mediocrity of society as a whole. In order to improve this problem and promote the healthy development of education in China, this paper first discusses the basic connotation of mediocrity evil, such as the concept of mediocrity evil and its relationship with the fundamental evil, and then analyses the manifestation and harm of teachers' mediocrity evil. On this basis, it focuses on the causes of teachers' mediocrity, such as subjective, objective and social reasons. Finally, on this basis, it tries to achieve the transcendence of the mediocrity, thereby promoting the healthy development of education in China.

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