

A Study on the Realistic Dilemmas and Breakthrough Paths of the Professional Ethics Development of Kindergarten teachers

Jie Yang

Department of Preschool Education, Faculty of Education, Shanghai Jian Qiao University, Shanghai, 201306, China

Keywords: Kindergarten teachers profession; Ethical development; Realistic dilemmas; Breakout Path

Abstract: As the main force of the early childhood education team, the professionalization process and development level of Kindergarten teachers directly affect the quality of early childhood education and the healthy growth of young children. Paying attention to the professional development of Kindergarten teachers is beneficial for promoting their growth, promoting the construction of the kindergarten teachers team, and promoting the further development of preschool education. However, in recent years, there have been multiple incidents of child abuse, medication feeding, and other serious harm to the physical and mental health of young children across the country, which not only caused extremely negative social impacts, but also seriously damaged the professional reputation of kindergarten teachers. Kindergarten teachers should be trusted and entrusted professional collaborators, lacking corresponding guarantees and welfare benefits, which seriously affects and restricts the professional development of private Kindergarten teachers. This article studies the current difficulties and breakthrough paths in the professional ethics development of Kindergarten teachers. In order to promote better professional development of Kindergarten teachers and improve their professional technical level, we need to consider and analyze the various stages that affect the development of Kindergarten teachers, and find better solutions and measures to address these issues, in order to promote better professional development of Kindergarten teachers.

1. Introduction

Kindergarten teachers' professional ethics is an important part of kindergarten teachers' professional development, which affects their working attitude and professional behavior to a great extent. Teachers' educational activities should be professional activities permeated with morality and ethics. As the main force of early education team, Kindergarten teachers' professional process and development level directly affect the quality of preschool education and the healthy growth of children. Paying attention to the professional development of Kindergarten teachers is conducive to promoting their growth, promoting the construction of Kindergarten teachers and the further development of preschool education. However, in recent years, there have been many incidents that have seriously damaged children's physical and mental health, such as child abuse and drug feeding, which not only caused extremely bad social impact, but also seriously damaged the professional reputation of kindergarten teachers [1]. As a special educational professional group, Kindergarten teachers have the same professional development needs as teachers in other educational stages, and their professional growth process also has its own particularity. Facing children, kindergarten teachers should be a professional worker who endows children with life and vitality; Facing parents, Kindergarten teachers should be a trusted and entrusted professional collaborator, facing society, Kindergarten teachers should be a professional worker with professional ethics and professionalism, and when facing self, Kindergarten teachers should be a professional worker who constantly pursues self-growth and self-realization [2]. Kindergarten teachers' professional ethics is the main indicator of their professional development, and it is also the core dimension to measure their professionalism. In order to promote the better development of Kindergarten teachers' specialization and improve their professional technical level, we need to consider and analyze the various stages

that affect the development of Kindergarten teachers, and find better solutions and measures to these problems in order to promote the better development of Kindergarten teachers' specialization [3]. Therefore, starting from the background of professional development, this paper discusses the realistic predicament and breakthrough path of Kindergarten teachers' professional ethics development.

2. An Analysis of the Realistic Dilemmas in the Development of Professional Ethics for Kindergarten teachers

2.1. The professional identity of Kindergarten teachers is relatively low

Teachers at different stages of career development have varying psychological development needs. Targeting the characteristics of teachers at different stages of career development. Targeted professional ethics education can encourage teachers to internalize professional ethics norms from external binding clauses into their own code of conduct, and actively practice professional ethics requirements. Due to insufficient government support, kindergartens have not been treated fairly in terms of educational resources, and private Kindergarten teachers have a low level of professional recognition. They are believed to only take care of children's food and clothing, play games with them, and are not considered educators [4-5]. The professional ethics of Kindergarten teachers refer to the basic behavioral norms and ethical norms that Kindergarten teachers should follow when engaging in education and teaching, which are used to constrain and regulate the behavior of Kindergarten teachers teams towards individuals, others, and society when carrying out relevant professional activities. Specialization is the foundation of professional ethics development, without which there can be no development of professional ethics for Kindergarten teachers; Professional ethics affect the professional improvement of Kindergarten teachers. Only with the standardization of professional ethics can preschool education develop healthily and sustainably. Therefore, this article establishes the necessity of reconstructing the professional ethics of kindergarten teachers, as detailed in Figure 1.

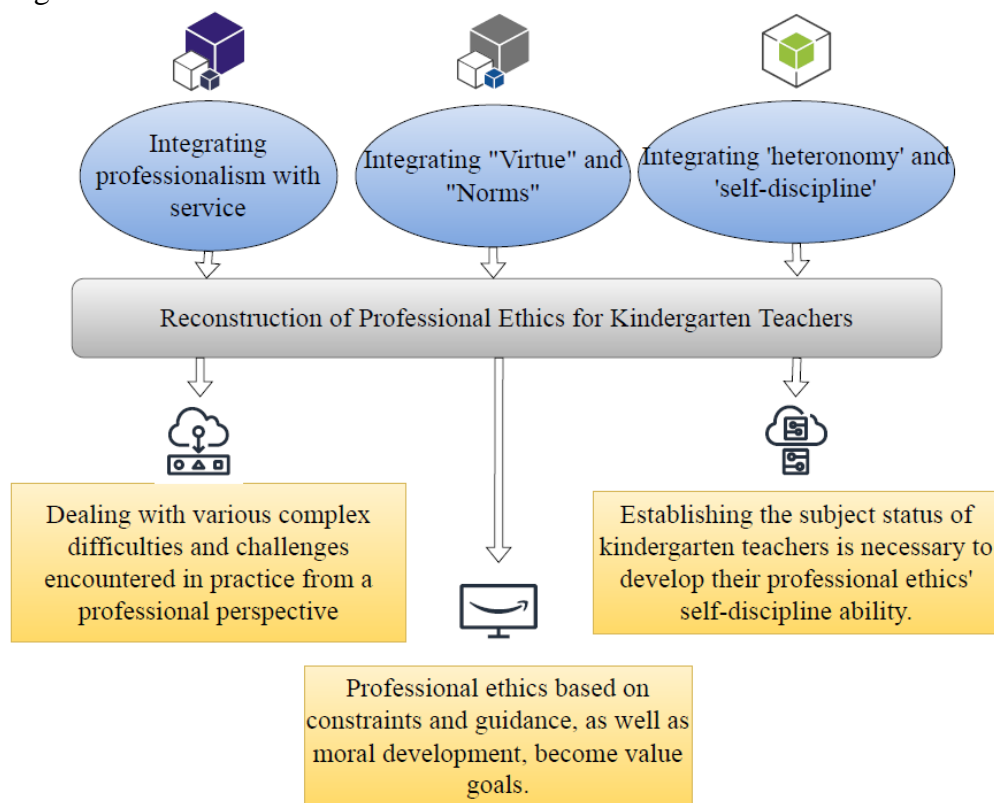


Figure 1 Necessity of Reconstructing Professional Ethics for Kindergarten Teachers

Facing children, kindergarten teachers should be a professional worker who endows children

with life and vitality; Facing parents, Kindergarten teachers should be trusted and entrusted professional collaborators, lacking corresponding protection and welfare treatment, and under great pressure of survival, which leads to strong mobility of private Kindergarten teachers and random substitution, which seriously affects and restricts the professional development of private Kindergarten teachers [6]. Facing the society, Kindergarten teachers should be a professional worker with professional ethics and professionalism, and when facing themselves, Kindergarten teachers should be a professional worker who constantly pursues self-growth and self-realization.

2.2. Imperfect teacher qualification certificate system

Currently, about half of kindergarten teachers in China still do not have qualification certificates, and nearly 60% do not have professional titles. A considerable proportion of teachers from non-educational backgrounds and without teacher qualification certificates in kindergartens have weak professional awareness and lack professionalism in educational behavior. Professional ethics began to assume the responsibility of maintaining the moral prestige and reputation of professional groups in society, thereby providing a moral threshold for the development of new members of professional groups. Therefore, in addition to externally imposed requirements, professionals also hope to clarify and specify ethical standards to regulate relationships between members[7]. The teacher qualification certificate system is separated from in-service learning and further education for teachers, exacerbating the low level of specialization of the preschool education team and resulting in uneven quality of preschool education. As an important place for Kindergarten teachers' professional life, when providing them with growth support, kindergartens should combine the characteristics of Kindergarten teachers' professional life, improve teachers' professional ethics and professional literacy, actively promote their ability to achieve independent development in these two aspects, and truly implement professional development [8-9].

2.3. Teacher's professional subjectivity is not strong

Teacher development represents a broader mindset, not only as a way for teachers and children to improve their practices together, but also as a means for teachers to develop more proactively. It can be seen that while promoting teachers' professional growth through external support methods such as teacher education, equal attention should be paid to helping teachers form their ability and literacy for independent development. Subjectivity is the internal driving force behind teacher professionalization. Some private Kindergarten teachers have a vague understanding of the connotation and standards of professionalization, inadequate understanding of job responsibilities, weak professional subjectivity, and unclear directions for learning and development. Some seem to have been studying to improve their academic qualifications and evaluate professional titles, but in reality, there is no systematic planning and arrangement for their professional development, drifting with the flow, while others are satisfied with the current situation. Lack of ambition and passion for specialized exhibitions[10]. If teachers adhere to the values of justice in professional practice, they should provide more teaching resources and opportunities for capable students, and cultivate their abilities, especially in dealing with standardized exams, due to the requirements of the competitive society. They should focus on instilling more knowledge through more practice tests.

3. The Development Path of Kindergarten teachers' Professional Ethics

3.1. Improve the treatment of Kindergarten teachers

Teacher professionalization is in full swing in theory and practice, but on the whole, the professional development of teachers has not substantially improved the quality of teachers' professional life, improved the happiness index of teachers' professional life experience, and the social recognition of teachers' professionalism has not been improved accordingly[11]. First of all, it is necessary to establish a perfect system and policy related to the specialization of Kindergarten teachers. In view of the imperfect laws on the specialization of Kindergarten teachers in China, relevant government departments should establish corresponding laws to provide institutional

guarantee for teachers' learning [12]. Many private parks have narrow sources of funds and are short of funds for running parks. They aim at making profits, default and deduct teachers' salaries at will, and are unwilling to increase investment in teaching hardware and software. Their survival and development are in crisis, and they have no intention to improve the quality of running parks. Teachers in private parks are generally underpaid, and their rights and interests are difficult to protect, so their professional development is impossible to talk about.

Teachers' professional ethics is linked with teachers' professional knowledge. Under the background of teachers' professionalization, teachers' ethics is not only a general moral requirement, but also a professional moral behavior and practice based on professional knowledge. According to the requirements of the state and province, special funds for early childhood education are set up to support the development of early childhood education and strengthen the key construction of kindergartens. At the same time, if possible, public kindergartens should actively explore ways to absorb social funds in various forms and channels to continuously improve the level of running kindergartens.

3.2. Developing the Reflective Ability of Kindergarten teachers

The development of teacher professional ethics should fully consider the conflicts that teachers need to resolve at different stages of their career development, their moral development level, and their regulatory ability, and follow the development laws of teacher professional ethics. Only in this way can the development of teacher professional ethics be promoted. Faced with the changes in early childhood education under the new situation, Kindergarten teachers must recognize the practical significance of the concept of lifelong education and regard lifelong learning as an important way for personal comprehensive development, strengthening their own cultivation from various aspects. The development of professional ethics such as teachers requires external guarantees of organized and institutionalized teacher education activities. Therefore, Teacher education should incorporate the development of teacher professional ethics into the goal planning and practical activities of teacher education. This can mainly be described from two aspects: establishing the concept of lifelong education and enhancing teachers' awareness of "teaching research integration".

3.2.1. Establishing the concept of lifelong education

Continuously strengthen self cultivation. Only by continuously learning can teachers adapt to the rapidly developing society and educational needs. Firstly, we should establish the goal of lifelong learning, promote self-development and self-learning abilities, and make self-education a trend in kindergartens. With the rapid development of preschool education, the requirements of teachers are gradually increasing and demanding. Therefore, while conducting theoretical learning, teachers should also focus on developing their other hobbies, improving their comprehensive quality, keeping up with the times, and lifelong learning. In order to ensure the quality and rights of private parks and fully mobilize the enthusiasm of social forces in running schools, government departments should strengthen supervision. Establish a kindergarten elimination system and exit mechanism, and establish specialized departments to strengthen the supervision, evaluation, and guidance of kindergarten education and teaching quality. Strive to become at least a qualified and competent teacher in the future education and teaching career, even if one cannot become an excellent or prestigious teacher.

3.2.2. Enhance teachers' awareness of "combination of teaching and research"

The establishment of ethical norms in line with teachers' professional development should be transformed from the initial general moral requirements to many professional ethical norms with moral code significance. Through the establishment and improvement of teachers' professional ethics, teachers' professional activities are guided and restrained. Before the implementation of preschool education and teaching, we should reflect on the design of teaching activities, how to develop and utilize curriculum resources around us, related problems that may arise in the activities and emergency measures. At the same time, education authorities at all levels should improve the

on-the-job training system for Kindergarten teachers, standardize the management of relevant Kindergarten teachers training institutions, optimize the allocation of resources, and incorporate the continuing education of private Kindergarten teachers into the overall planning. Professional ethics is an important dimension of teachers' professional development, but the development of teachers' professional ethics has not been paid attention to, even lost under the oppression of reality, and needs to be reshaped under the background of teachers' specialization. Rebuilding teachers' professional development from professional ethics can be described from four aspects, as shown in Figure 2 for details.

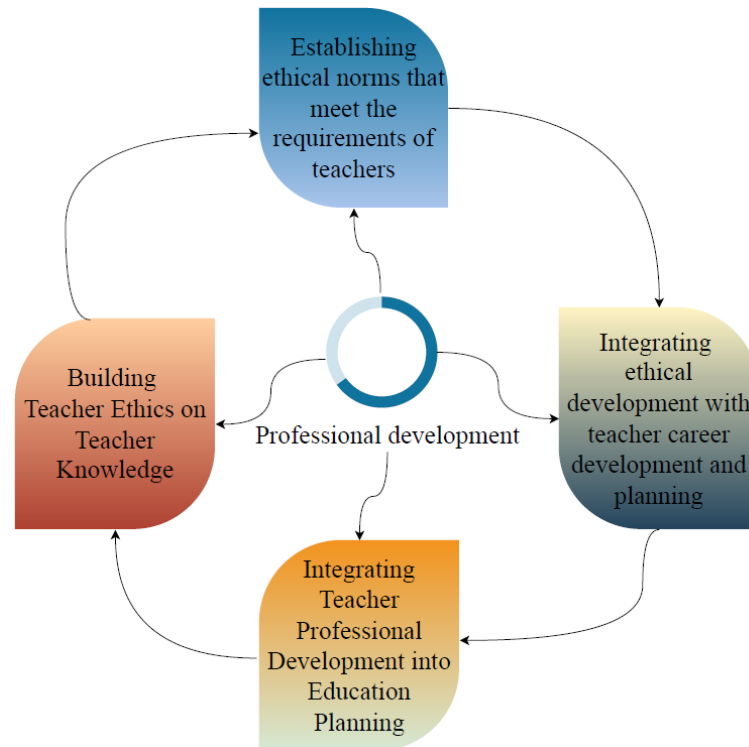


Figure 2 Professional Ethics Remodels Teachers' Professional Development

In teaching practice, we should learn to reflect on our own shortcomings, at the same time, we should learn to invent new teaching methods and means, cooperate with other teachers, and give up those isolated and silent working methods. After the teaching, I constantly reflect on my mistakes and shortcomings in practice, constantly update my teaching ideas, explore new experiences and methods, and strive to gradually improve my level, so that I can gradually become a teaching and research teacher, an expert teacher and an innovative teacher.

4. Conclusions

The integration of the "heteronomy" and "self-discipline" functions of the professional ethics of kindergarten teachers is based on the acceptance of self ethical consciousness and value identification. Only in this way can the professional ethics standards of kindergarten teachers be ultimately and correctly implemented. The professional development of Kindergarten teachers is a continuous and dynamic process. To overcome the dilemma of professional development, it is not only necessary to achieve specialization within Kindergarten teachers, but also to have a series of supporting policies, laws, regulations, and systems. Establish a kindergarten elimination system and exit mechanism, and establish specialized departments to strengthen the supervision, evaluation, and guidance of kindergarten education and teaching quality. Kindergarten education, as an enlightenment education for children, is an important aspect that affects children's learning. We need to attach importance to the professional development process of kindergarten teachers, and based on thorough research on various aspects that affect early childhood education work, find corresponding solutions and measures. We should not only attach importance to the training of

teachers, but also strengthen their practical abilities, and strive to promote the professional development process of early childhood education. The development of teacher professional ethics should fully consider the conflicts that teachers need to resolve at different stages of their career development, their moral development level, and their regulatory ability, and follow the laws of teacher professional ethics development. Only in this way can the development of teacher professional ethics be promoted.

References

- [1] Rojas N M, Abenavoli R M. Kindergarten teachers-child relationships and children's expressive vocabulary skills: The potential mediating role of profiles of children's engagement in the classroom[J]. *Early Childhood Research Quarterly*, 2021, 56(22):225-235.
- [2] Yang Y, Rao N. Teacher professional development among Kindergarten teachers in rural China[J]. *Journal of Early Childhood Teacher Education*, 2020, 52(2):1-26.
- [3] Uysal H, Enay Z, Altinkaynak N, et al. Kindergarten teachers candidates metaphoric perceptions about Kindergarten teachers training program[J]. *Early Childhood Research Quarterly*, 2022, 48(14):51-62.
- [4] Ružica Tokić. Motivation of Male Students for Kindergarten teachers Profession[J]. *Open Journal for Educational Research*, 2022, 2(1):31-44.
- [5] Do Y, A Ztürk, A Omü, et al. okulnces retmen adaylarinin retmenlk mesleine lkn tutumlari * attitudes of Kindergarten teachers candidates towards teaching profession[J]. *Journal of Qualitative Research in Education*, 2023, 69(18):33-54.
- [6] Veretennikova V B, Shikhova O F, Yu A S. The Technique for the Development of Basic Kindergarten teachers and Parental Competencies[J]. *Language Learning in Higher Education*, 2022, 69(15):45-72.
- [7] Wang L, Dang R, Bai Y, et al. Teacher qualifications and development outcomes of preschool children in rural China[J]. *Early Childhood Research Quarterly*, 2020, 53(15):355-369.
- [8] Schmidt M G, Nagai N, Naganuma N, et al. Teacher development: Resources and devices to promote reflective attitudes toward their profession[J]. *Language Learning in Higher Education*, 2022, 9(4):20-38.
- [9] SY Güder. Rose with Thorns: Phenomenological Study Regarding Being a Kindergarten teachers in Rural Areas in Turkey[J]. *Journal of Qualitative Research in Education*, 2021, 7(3):1-22.
- [10] Lian L P, Li-Hong W U, University S, et al. A Research on the Influence of on-the-job Trainingbased on Grounded Theory on the Professional Development of Kindergarten teachers[J]. *Journal of Shaanxi Xueqian Normal University*, 2022, 45(10):16-35.
- [11] Demirkasimolu N, Takin P. The Career Journey of the First Male Kindergarten teachers in Turkey: An Optimistic Perspective to A Female Dominated Occupation[J]. *Journal of Qualitative Research in Education*, 2019, 41(1):11-23.
- [12] Korepanova M V, Savva N V, Gushchina N A. Formation of auto-competence of a Kindergarten teachers in the process of professional development[J]. *SHS Web of Conferences*, 2021, 113(4):00056-00069.