

Facing the Nation: On the Essential Political Guarantee for Teachers' Professional Ethics

Xiang Dong, Guan Xin

[**Abstract**] As the backbone of the education cause, teachers shoulder the unshirkable historical responsibility of strengthening the country through education, the sacred duty of cultivating talents for the country and the Party, and the noble mission of passing on the cultural heritage of the nation. Therefore, in the face of the country and the nation, and in serving the Party's governance cause, teachers should always base themselves on the development of the country and the nation, and approach their teaching and talent cultivation work with a firm political stance and a high degree of political awareness. By consciously facing the country, the nation and the Party in power, adhering to the political stance and shouldering the political responsibility, teachers' professional ethics will have the necessary political guarantee and will not lose their way or stance under the offensive ideological propaganda of hostile countries or forces. As important builders of the country, teachers should actively respond to and devote themselves to the country's education cause, consciously implement the Party's education policy, and strive to cultivate talents with international competitiveness for the country and the nation in the process of promoting the strategy of strengthening the country through education and talents, and contribute to the prosperity of the country and the rejuvenation of the nation.

[**Key words**] the state; teachers' professional ethics; political guarantee

[**About the author**] Xiang Dong (1996—), male, from Zhumadian, Henan, China, assistant lecturer in School of Marxism, Dongguan City University. Research interest: basic theory of Marxism. Guan Xin (1996—), female, from Zhengzhou, Henan, China, assistant lecturer in School of Marxism, North China University of Water Resources and Electric Power. Research interest: ideological and political education.

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In human society, there are still classes, class struggles, and historical stages of political Parties and nations. Education is not only a matter for the human society, but also a matter for a country, a nation or a political Party. Teachers not only belong to the society, but also belong to the country and the nation, and serve the cause of the Party's governance. No undertaking has such a profound impact on and determines the issue of successors, the long-term stability of the country, the rejuvenation of the nation and the rise of the country as education. In this sense, education is the top priority for the nation and the Party. "I have always emphasized that education is crucial for national development and the future of the nation; no other cause has such a significant impact or even determines the issue of successors, the long-term stability of the country, the rejuvenation of the nation and the rise of the country. In this sense, education is a major concern for the country and the Party."

1 Carrying the mission of building a strong educational nation

In a certain sense, the emergence of the state marks the true origin of human civilization. Engels said: "The state is the epitome of civilized society. In all typical periods, it is invariably the state of the ruling class, and in all circumstances, it is essentially a machine for suppressing the exploited class." During the historical period when there were still classes and class struggles in human society, the state still exerted public power as an alienated

aspect of society to control the operation of the entire society, and the state still appeared as a machine for class struggle and class rule. In today's human society, although the functions of the state are constantly changing, it still has not changed its essential attribute as a machine for class struggle and class rule. Capitalist countries and socialist countries currently constitute two political forces on the world political stage. The ambition of capitalist countries to oppose, hate, subvert, divide and disintegrate socialist countries has not disappeared. And with the rapid development of modern Internet technology, information technology and new media technology, the ideological struggles among different social system countries and nations in the ideological field have presented an unprecedentedly intense situation and new characteristics. No country, especially the vast developing countries and emerging market countries, can ignore, deny or cover up ideological struggles. On the contrary, they should objectively, calmly and rationally view ideological struggles. Teachers, through education, not only disseminate civilization and knowledge, but also disseminate thoughts and truths. In educational activities, teachers should distinguish scientific knowledge and truth from various ideological discourses, expose the political intentions and conspiracies behind ideological discourses, and truly shoulder the political responsibility of building a powerful country in education.

Ideological struggles usually revolve around the guiding ideology, social system, political system, development path, etc. of the country and society. However, in reality, Marx and Engels said: "The dominant will be increasingly abstract thoughts, that is, thoughts with increasingly universal forms. Because every new class that attempts to replace the old ruling class, in order to achieve its own goals, has to present its own interests as the common interests of all members of society. That is to say, the conceptual expression of this is: giving one's own thoughts a universal form and depicting them as the only rational and universally significant thoughts." Therefore, ideology is highly deceptive and misleading. The bourgeoisie in the developed capitalist countries of the West are best at using abstract concepts such as freedom, equality, and democracy to attack and slander the social systems, political systems, and development paths of other developing countries, especially socialist countries. They attempt to use the democratic model and development path they understand to regulate and transform other countries, triggering serious political disasters that involve the infringement upon the internal affairs and sovereignty of other countries. They even resort to launching aggressive wars to achieve their political goals. In terms of national cultural construction and guiding ideology, objectively speaking, only when the principles and laws expounded by the ideology and theory truly align with the laws and trends of the entire history of human society, can it become a scientific theory and ideology, and the most scientific ideology. Marxism is such a scientific theory that clarifies the basic laws and future trends of human social development, and is the guiding ideology and sharp weapon for socialist countries in their ideological struggles. Any country's teachers should clearly and consciously strengthen the awareness of ideological struggle, and must not have the slightest relaxation or negligence regarding ideological issues. For teachers of socialist countries, they should consciously shoulder the mission of building a powerful country, focus on developing education, give priority to education, and cultivate a large number of talents for the country, continuously enhancing the country's comprehensive strength, soft power, and competitiveness, and making it stand firm on the stage of fierce power competition among countries and win development in the rare opportunities created by the times.

As the ruling Party, the Communist Party of China prioritizes the development of education and implements the strategy of building an educational power. This is because it recognizes that education is crucial to national development and the future of the nation, directly influencing and even determining the issue of successors, the long-term stability of the country, the issue of national rejuvenation and rise, and so on. The issue of successors is a fatal and extremely important issue for any political country's ruling Party. If this issue is not handled well, it not only means the disintegration of the country and the downfall of the Party, but also means that the entire society is doomed to suffer chaos and disasters. Therefore, the issue of successors directly determines whether the country can ensure long-term stability and whether the ruling Party can maintain long-term governance. Education, as a key undertaking for cultivating talents, shoulders a heavy political mission in the development of the entire country. The

strategy of building an educational power clearly emphasizes the foundational role of education in the country's economic and social development process. Implementing the strategy of building an educational power and prioritizing the development of education is not only a strategic decision of the ruling Party, but also should be the firm political consciousness of every teacher. Teachers with a high degree of political consciousness and a firm commitment to the education cause must firmly adhere to their political stance, strictly implement the education policies and guidelines of the ruling Party, and strictly control the ideological issues in their daily teaching and talent cultivation activities, and contribute to the development of the national economy and society through talent cultivation, cultural inheritance and value guidance.

2 Assuming the responsibility of cultivating talents for the country

Marx once said: "Man is not an abstract entity existing outside of the world. Man is his own world, namely the state and society." The state is not an abstract entity, instead, it exists in a specific manner among countless individuals who are interconnected based on their participation in material production activities and product exchanges. Fundamentally, the state emerges from the formation and differentiation of social classes, being the outcome of the deepening and evolution of social class contradictions. Engels emphasized; "This society has fallen into an insoluble self-contradiction, splitting into irreconcilable opposites and being unable to escape from these opposites. To prevent these opposing forces, these classes with conflicting economic interests, from destroying themselves and the society in senseless struggles, a force that appears above society is needed. This force should alleviate conflicts and keep them within the bounds of 'order'; this force, which emerges from society but arrogates to itself a position above society and increasingly differentiates from society, is the state." Therefore, on the one hand, we should clearly realize that the state is essentially a human entity; on the other hand, we should also clearly understand that the state is the result of the compromise between contradictory classes. In fact, any class that holds the dominant position and actually controls the state's power and future destiny, as well as any political Party associated with that class, bears the political responsibility of ensuring the survival and development of all people and all classes within the state. Although the ruling class and the ruled class always have the relationship of oppression and being oppressed, exploitation and being exploited, any class that holds the dominant position and controls the state's power, if it neglects education and neglects cultivating talents for the country and educating people for the Party, resulting in the loss and waste of talents and leaving the cause of the country and the Party without successors, is doomed to lose the Party and the country. Therefore, education is the major concern of the country and the Party. Only when teachers consciously cultivate talents for the country and educate people for the Party can the cause of the country and the Party have successors and continue to develop.

Educating the nation and nurturing the Party's members means emphasizing that education always has a distinct political nature. Teachers bear the political mission and obligation of teaching and cultivating talents. Teachers are the main drivers of talent cultivation. They not only impart knowledge but also help students acquire necessary professional skills. What's more important is to inspire their patriotism and make them realize that they are essentially citizens living in a certain country, and it is the existence of the country that maintains and safeguards the existence of every citizen. Only by consciously contributing to the prosperity and development of the country can each individual live and develop better. That is to say, teachers should consciously guide students to recognize that their future is closely linked to the fate of the country. "Throughout history and across different cultures, there have been numerous schools of thought and diverse theoretical viewpoints regarding education and school management. However, there is a consensus that education must cultivate individuals who are needed for social development." "Each country develops people according to its own political requirements." Therefore, cultivating individuals for society, and cultivating individuals who can meet the needs of social development, are not abstract concepts. Once we consider it from the perspective of the country and focus on the future and destiny of the country, we must recognize the political nature of education and the political mission and obligations of teachers. "When we carry out socialist education with Chinese characteristics, we must resolutely start ideological and political courses, use the new era's socialist thought to shape students' souls and educate them, guide students to enhance

their confidence in the path, theory, system and culture of socialism with Chinese characteristics, cultivate a strong sense of patriotism, and integrate the patriotic feelings, the aspiration to make the country strong, and the commitment to serve the country into the struggle to uphold and develop socialism with Chinese characteristics, build a strong modernized country, and realize the great rejuvenation of the Chinese nation.” Therefore, the students cultivated by teachers will become the backbone of the future society. Their ideological and moral standards, as well as their comprehensive qualities, will directly affect the development and future of the country. Clearly establishing the concepts of nurturing talents for the country and educating people for the Party, and pouring one’s love, wisdom and talent into the growth of students, can enable teachers to cultivate more outstanding talents and contribute to the prosperity and progress of the country.

By consciously fulfilling the obligation of cultivating talents for the country and educating people for the Party, one cannot simply regard students as mere tools or mere objects. Instead, students should be regarded as individuals. Not only should they be taught professional knowledge and skills, but also their inner world and moral character should be cultivated and shaped through teaching and personal example. This will enable them to become outstanding talents with both moral integrity and professional competence. At the same time, teachers should also focus on developing students’ innovative abilities and practical skills. With the development of the times and changes in society, the competition and confrontation among countries have become more intense. Future talents need to possess more comprehensive qualities and innovative abilities. Teachers should guide students to actively participate in various practical activities, exercise their practical skills and innovative thinking, and cultivate their problem-solving abilities and teamwork spirit, so that they can become new era talents with innovative spirit and practical abilities. “When the youth thrive, the country thrives; when the youth are strong, the country is strong.” Only when all teachers consciously cultivate and shape a large number of talents who meet the needs of national development can the country’s development and the cause of the Party have continuous successors. And teachers are precisely realizing their own life value and meaning by fulfilling their educational obligation of nurturing talents for the country and the Party.

3 Preserving the cultural heritage of the nation

Culture is the product of understanding the world and transforming it, while civilization is the creative and positive outcome within culture, being the wisdom crystallization of human beings in understanding and transforming the world. As a product of understanding the world and transforming it, culture has never been the result of an individual’s practical activities. On the contrary, it is always a matter of a specific group or nation. In fact, a nation is a group of people existing with a certain culture, and culture is the special existence mode or form of a nation. For a nation, culture not only manifests as the production and lifestyle of the nation, as its unique living habits, customs, ethics and morality, but also as the nation’s understanding of the entire world or the universe, reflecting and expressing the nation’s ideal pursuit and spiritual belief for a better future life. Therefore, culture is the spiritual identifier that distinguishes this nation from others, and it is also the spiritual bloodline that the nation continuously develops, reproduces and maintains. For a country, education not only bears the political mission of cultivating talents, but also bears the cultural mission of inheriting the cultural bloodline of the nation. And this cultural mission, to a certain extent, is also a political mission. Therefore, for teachers engaged in education and talent cultivation, they should consciously undertake the cultural mission of inheriting the cultural bloodline of the nation, and consciously view their educational activities and talent cultivation work from the perspective of the development, prosperity and rejuvenation of the nation’s culture.

Cultural prosperity leads to the prosperity of a nation. A nation must constantly deepen its understanding of the world, grasp the basic laws of the operation and development of the objective world, and then through real material practical activities, transform the world. Culture is not only the direct social practice activities of a nation, but also the material wealth, spiritual wealth, social systems, norms, ethics, and beliefs created by this activity at all times. Therefore, culture exists both in the form of material products and in the form of spiritual products. When it comes to everything in life, whether they are production tools, buildings, houses, clothes, vehicles, or lifestyles,

living habits, customs, social systems, political systems, ethical and moral concepts and norms, spiritual beliefs, etc., they are all manifestations of culture. The most typical feature of culture is that it is always in a state of development and change. Innovation is the internal driving force and source of cultural development and prosperity, and is the intrinsic life of culture. For a nation, only a constantly creating and innovating culture can ultimately guarantee the vitality of the nation, enabling it to stand firm and remain unshaken in various risks and challenges. On the contrary, if a nation's culture loses its creativity and innovation, it will become rigid, conservative, and outdated, and even eventually decay and decline. In the new era challenges and risks, it may ultimately fail to withstand the impact or shock from external forces and completely perish. The decay and decline of culture means the decay and decline of the nation itself. The key lies in the fact that its culture itself has lost creativity and innovation, and can no longer inject fresh blood and vitality into the development of culture and the development of the nation. Therefore, only when culture is always vigorous, able to inject new blood, increase new nutrition, and constantly explore and innovate, can the nation continue to develop, thrive and become strong.

In this present era, there is a fierce conflict, collision and competition among various ideas and cultures worldwide. How to scientifically view such conflicts, collisions and competitions among the diverse cultures of the world, and how to scientifically maintain and continue one's own national culture, are extremely important issues that concern the very existence of the nation itself. This is a major topic that teachers, as inheritors of human civilization, must ponder. This is because if any nation's culture loses its foundation in such intense conflicts, collisions and competitions among diverse ideas and cultures, and is eroded and assimilated, it may completely decline and eventually perish. In fact, any nation should rationally recognize that as the entire world becomes increasingly integrated into a single entity, even evolving into a "global village" under the background of the deepening economic, political and cultural globalization, any idea of surviving alone apart from other nations and other cultures is unrealistic. Any nation that holds such an idea or concept is destined to suffer profound and painful lessons. Since no nation can exist independently of other nations and other cultures, it should embrace the fact of intense conflicts, collisions and competitions among diverse cultures with an active attitude. By actively learning and drawing on all the positive achievements and excellent elements created by other nations, it can continuously make up for the deficiencies in its own culture, eliminate its shortcomings and problems, and provide new blood and nourishment for the development and innovation of its own culture. He deeply recognized the significance of cultural and civilization exchanges and mutual learning for the development of one's own national culture and civilization. He emphasized: "History tells us that only through exchanges and mutual learning can a civilization be full of vitality." "Chinese civilization emerged on the land of China and was formed through continuous exchanges and mutual learning with other civilizations." In fact, exchanges and mutual learning among different cultures and civilizations can fully gather and integrate the wisdom of human beings in understanding and transforming the world, thereby cultivating more advanced and scientific cultures and achieving the progress of human civilization. Lenin once said: "Only by accurately understanding the culture created throughout human development and transforming this culture can we build the culture of the proletariat." "Proletarian culture does not fall from the sky", but "is the development of all knowledge created by humanity under the oppression of capitalist society, landlord society, and bureaucratic society in accordance with the laws". Teachers are the disseminators of human civilization, knowledge, ideas and truth. They are also the guardians, inheritors, innovators and developers of the spiritual culture of a nation, as well as the carriers of the cultural and spiritual heritage. They not only consciously adopt a rational attitude and broaden their horizons towards cultural and civilizational exchanges and mutual learning, but also always base themselves on the position of their own national culture to scientifically handle the inheritance, innovation and development of their own national culture. They should continuously enrich and develop their own national culture by consciously absorbing and drawing on all the cultural and civilizational achievements created throughout human history, and achieve the creative transformation and innovative development of national culture, and social and historical development.

The vast number of teachers bears the responsibility of carrying forward the spiritual and cultural heritage of the

nation. First and foremost, they must have firm cultural confidence, that is, they should have firm confidence in the historical traditions, core concepts, innovative sources, and development prospects of their own national culture. Any cultural confidence is not forced, imposed, or external; only by deeply recognizing that the culture of one's own nation has a long history, can it continue without interruption, have scientific core concepts, unite and integrate various heterogeneous cultures without being overturned or disintegrated, have a vibrant source of innovation, provide continuous impetus for cultural development, lead to rigidity and conservatism when it becomes stagnant, have broad development prospects, and provide endless possibilities for cultural development, and a nation possessing firm cultural confidence. Secondly, in the process of inheriting the spiritual heritage of national culture, the vast number of teachers must always adhere to upholding the essence and innovating. In today's world, every nation's culture is facing a complex situation of collision, conflict, and competition from the diverse cultures of the entire world. The heterogeneous cultures of other nations often seem new and strange to the people of the nation. Without using other heterogeneous cultures as a reference, especially without undergoing the impact and erosion of other heterogeneous cultures, the people of the nation often fail to realize the problems of their own national culture, the challenges and erosion it has suffered, and the potential survival crisis it may face. However, developing national culture cannot be done by arbitrarily closing the country off and completely excluding any heterogeneous culture to ensure the purity and orthodoxy of the national culture, nor can it blindly absorb and accept heterogeneous cultures. In the process of promoting the innovation and development of national culture, one loses tradition, loses the foundation, and gets lost in direction. Adhering to upholding the essence and innovating means achieving innovation on the basis of continuing the spiritual heritage of national culture, and innovation is to better consolidate and strengthen the foundation of national culture and better continue the spiritual heritage of national culture. Finally, the vast number of teachers should deeply realize that comprehensively guiding students to understand and be familiar with the historical traditions, core concepts of their own national culture, making students completely like and love their own national culture, firming cultural confidence, and thus consciously inheriting, innovating, and developing their own national culture is not only their cultural mission but also their political mission. Through classroom teaching, teachers guide students to study classic Chinese culture and traditional culture, allowing students to understand the traditions and cultural heritage of their own nation, cultivating students' civilized cultivation and cultural confidence. This seems to be just simple education and teaching, but in fact, it is fulfilling their cultural mission and political mission. Therefore, for a country and a nation, teachers should remember their cultural mission, maintain firm confidence in their own national culture, consciously inherit the spiritual heritage of national culture, and let the hearts of every student be immersed in national culture, so that they eventually like and love national culture, have firm cultural confidence, and continuously innovate and develop national culture.

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