

Make teachers a "home"- On how to practice teacher morality in home visits

Abstract: Home visits are an extension of school education and also reflect teacher morality. As a visitor, teachers can practice teacher morality from four aspects: honesty and selflessness, equal treatment of all staff, differentiated treatment, and caring for students, and truly make teacher morality a "home".

Keywords: home visit; teacher morality

Introduction

Home visits are a bridge connecting family education and school education, and an important supplement to school education and teaching. It is not only the regular work of the head teacher, but also an activity that teachers must participate in. Therefore, home visits are related to the professional image of all teachers as visitors, and are an important platform for teachers to demonstrate their morality. This article intends to explain how teachers practice teacher morality during home visits from the four perspectives of honesty and selflessness, equal treatment of all staff, differentiated treatment, and caring for students, and truly make teacher morality a "home".

1. Learn to refuse, be honest and selfless

Affected by the wrong values of money and relationships in society, it is more and more common for parents to give gifts and treats to teachers. This is evident from the intense discussion on the Internet on the sensitive topic of whether parents should give gifts and treats. I once saw a few parents chatting at the Education Post Bar on the 19th floor of the Hangzhou Internet Platform. One of the parents who gave gifts to teachers is very direct. She firmly believes that giving gifts is different. "My daughter has been giving gifts to her teacher since she was in kindergarten. I have given them brand-name perfumes, moon cake tickets, and shopping cards." The parent admitted that after giving gifts, the teacher's attitude towards her daughter was to be with others. The original intention of parents giving gifts is to let teachers care more about their children and give some special care when necessary. It is precisely because of such thoughts and needs that parents have the urge to give gifts and banquets. At the same time, compared with giving gifts in the teacher's office or inviting guests over the phone, the method of giving gifts and entertaining guests through home visits is more natural and concealable. Therefore, the phenomenon of parents using home visits to give gifts and treats to teachers has become more and more intense, and the situation has become more and more serious. On the other hand, people are all greedy, and teachers also have emotions and desires, and also have mental imbalances. Therefore, it is inevitable that some teachers will not be able to control their inner greed, and they will not be able to refuse their parents' generosity and pretend to shirk, thus more or less damaging their personal morality.

The Ministry of Education's "Several Opinions on Strengthening the Construction of Teachers' Professional Ethics in Primary and Secondary Schools" requires teachers to "exemplify others and teach with integrity... not to ask students and parents for property, and not to use their positions for personal gain." Wu Fei, a famous education expert, said in "Teaching without Kneeling once

said: "In a civilized country, if parents give gifts to teachers for their children, it will be regarded as an insulting and rude act; parents invite teachers to eat for the sake of children's learning, it is right Teacher's contempt. The object of our work is students, as long as we can communicate with students in teaching and character education, it is not appropriate to communicate with parents." [Wu Fei. Teaching without kneeling [M]. Beijing: Renmin University of China Press, 2015: 124.] No matter what the reason is, the behavior of teachers receiving gifts and accepting banquets undoubtedly violates the taboo of education, runs counter to the construction of teachers' professional ethics, and is incompatible with teachers' personal images. Therefore, in the process of home visits, teachers should remain sober and rational, learn to refuse, be honest and self-discipline, and fully reflect the teacher's morality.

Of course, the overwhelming majority of parents and students' gratitude and welcome to teachers are sincere and understandable. Therefore, teachers should first express their understanding and gratitude to the parents, and avoid being too blunt and unfriendly to refuse, so that parents are worried and avoid teachers. But as a Chinese saying goes, eat others' mouths softly, and take others' hands short. If a teacher eats and drinks at the students' homes and brings gifts from the parents before leaving, it will take away the prestige of the teacher in the minds of the students, which is not conducive to the education of the students in the future. It is necessary to ask the parents for their understanding and cooperation. Home visiting teachers can suggest that parents actively cooperate with teachers to complete the educational tasks for students, and encourage students to study hard to live up to the teachers' concern. After graduating in the future, often come back to see teachers and alma mater. This kind of decent rejection and ingenious guidance of teachers not only maintains self-image, but also shapes students' outlook on life. In addition, in order to objectively eliminate excuses for parents to give gifts and treat guests, teachers need to bring their own drinking water and meal time during home visits.

Home visits are a necessary part of the interaction and communication between teachers and parents. We should not refuse to communicate because we are worried that parents will take the opportunity to "return the favor". On the contrary, we should use home visits to reflect self-discipline, demonstrate teacher morality, and maintain a selfless and impartial image of teachers.

2. All staff are fair, and teachers love equally

Home visits are time-consuming and labor-intensive, and schools generally do not impose mandatory home visits for all staff. Therefore, many teachers have adopted selective home visits, focusing on the number of home visits reaching the standard. As for whether the home visit object is reasonable, it is the second priority, which has a tendency to be light in weight. Many teachers' home visits consider the distance between students' homes, and whether the addresses of the interviewed students are connected together so that they can "catch all at once". There are also teachers who are too utilitarian and only consider some problem students that affect class management or target students who are related to further education assessment. There are even very few teachers with impure motives, who are selfish, and regard home visits as a potential opportunity for them to entrust the parents of their students. As everyone knows, the idea of quick success and quick solution by teachers, at first glance, the task of home visit has been completed, but there is no difference in priority, and the effect of home visit is naturally

greatly reduced. At the same time, from the perspective of students who have not been visited at home, teachers do not treat them equally, and feel that they have not received the attention and attention they deserve. Therefore, the lack of fair home visits is often ineffective, and what is more serious is that teachers' morality has been questioned and their image has been damaged, especially for their own favoritism.

In reality, many parents have similar complaints: "Home visits that we were used to when we were young are now almost a luxury for parents." The students are about to graduate, and the parents don't know the teachers, only the school; the teachers don't know the parents, Only the students. What's more, the practice of selective home visits may unknowingly cause psychological harm to those students who have never been home visited. This can be seen from the diary of a primary school student, she wrote in her diary: "These days, the students have been discussing the teacher's home visit, and some students said that the math teacher of our class went to him last night. Home visits, some say that the Chinese teacher went to their house... They inquired about each other, talked about, and talked about the scene of the teacher visiting their home. I feel very sad, why did the teacher not visit my home and forget me? Is my home too far away and the teacher can't be found? I really want the teacher to come to my house." Both parents and students are very much looking forward to the teacher taking the time to visit. If the teacher is only for the convenience or utilitarian purpose of home visits, subjectively omit the object of the home visit, and fails to achieve pure and fair motives, it will hurt not only the student and the family, but also the teacher's morality and the teacher's image.

To practice teacher morality through home visits, the first and foremost is to abide by the principle of fair treatment of students in teacher morality. Therefore, teachers' home visits should be directed at all students. The principle of fair treatment in teachers' morality includes, "following the principle of equal treatment, that is, the same people are treated the same." In this regard, every student should be treated fairly by the teacher. In the hearts of teachers, every student is like their own child, and the sunshine of teacher love must shine on every student evenly. Aristotle in ancient Greece once said that fairness is the virtue of those who distinguish between rewards and punishments. The Rosenthal effect tells us that teachers' ardent hopes for students can dramatically achieve the desired effect, and teachers' attitudes toward students are a huge educational force. As a teacher, you cannot treat students differently in home visits because of differences in students' family economic conditions or students' own grades and addresses. Only when students feel that no matter what their conditions are, whether they have achieved excellent grades, or whether they abide by class rules and school discipline, they will get the same attention from the teacher as other students, and even receive a home visit from the teacher unexpectedly. At this point, they will be persuaded involuntarily by the teacher's personality charm, and they will have a genuine "heart to the teacher". In fact, teachers treat every student equally and dedicate their love to every student, which is also the minimum embodiment of teacher morality.

The good news is that many excellent teachers can classify the interviewed students into different categories during home visits. Each category has its own considerations, and at the same time, there is no lack of emphasis. There is no doubt that such home visits are very effective and valuable. Such home visits fully reflect their morality of teachers, invisibly demonstrate the charm, and win the trust of parents.

3. Mismatch treatment, vary from person to person

The fair treatment of students in teacher morality also includes the principle of treating students differently. The arrangement should prioritise needy students, and home visits with varying characteristics should be implemented for students at various levels. Students at the same level have different families, so the methods and focus of home visits should be different to avoid similarities.

A survey found that many students who performed well in school had many bad habits at home. Although the teacher's home visit surprised most of the parents of these students, when the teacher explained the purpose of the visit, it was generally welcomed, because these children, who did not need parents to worry about their studies, had various bad behaviors at home, which really made them sad. Of course, before the conversation, parents should first introduce their children's outstanding performance in school, and then elicit their children's problems. Finally, parents should pay attention to all aspects of education and supervision at home, and must not be coddled or allowed to develop. In this way, parents will not feel embarrassed, but also clarify their responsibilities and express their gratitude to the teachers for their home visits. Middle school students and their parents were relatively indifferent to the teacher's home visit, and it seemed that it didn't matter to them whether the teacher came or not. To change their perception, let them realize that the teacher's home visit is to play the dual function of school education and home education, and motivate these students to continue to challenge. On the one hand, during the home visit, the teacher can talk about the student's excellent performance in school, so that parents realize that their children have development potential; . Every parent wants their children to develop talents, and such home visits will naturally win the welcome of parents. The purpose of home visits for troubled students is to gain an in-depth understanding of the students and obtain the support and cooperation of their parents to jointly help the children progress. But parents of such children are most afraid of the teacher's home visit, because they are afraid that the teacher will sue their children, making them feel ashamed. Therefore, teachers can deliberately choose to conduct home visits to such students on the premise that the child has made progress or done something good, and insists that the image of the complainant not appear in the student's home. Under this premise, home visits can be carried out equally and effectively in a relaxed atmosphere.

The principle of treating students differently is implemented in home visits, not only for individual students, but also for teachers to be good at targeting different types of parents and adopting different strategies to seek the cooperation and support of parents. Teachers should choose the appropriate communication entry point and put forward corresponding requirements according to the students' parents' cultural level, moral accomplishment, character and hobbies, and expectations for their children. No matter what kind of student parents they encounter, teachers must quickly understand each other, adapt to each other, treat them differently, and let them accept themselves.

If we strictly follow the principle of treating students differently, the effect of home visits will be more obvious, making outstanding students better, middle-level students better, and problem students more motivated. Most importantly, the principle of treating students differently can enable teachers to win the heartfelt confidence of the interviewees. They will respect the teacher's superb educational work and feel the teacher's unique personality charm. Is it a

powerful interpretation of teacher morality in a wider space outside the campus!

4. Caring for students and taking a multi-pronged approach

Caring for students means that teachers can start from a high sense of responsibility and social responsibility, care for and care for students, and strictly educate students. Caring for students is the principle requirement that teachers should follow when dealing with their relationship with students, and it is the soul of teacher morality. The "Code of Professional Ethics for Primary and Secondary School Teachers" promulgated in 2008 clearly defined "caring for students" as a code of professional ethics for primary and secondary school teachers. The great educational theorist and educational practitioner of the former Soviet Union, V. A. Sukhomlinsky once said: "The education process should be full of love and expectation. If you put a love in home visits, you will get unexpected results. effect." [Sukhomlinsky. Selected Works of Sukhomlinsky [M]. Beijing: Education Science Press, 2001: 154.] It can be seen that starting with love is a prerequisite for a fruitful home visit, and it is also an inevitable requirement for practicing teacher morality.

Before the home visit, the teacher must fully grasp some basic information of the student, study the student in detail, such as his grades, hobbies, strengths and weaknesses, and be able to give the student a comprehensive, fair and objective evaluation. Before the home visit, the teacher must be aware of the situation , so that even if you encounter parents who are not good at talking, they will not be in the cold. At the same time, it also avoids the mistrust of parents because the teacher does not meet the students' needs and aimlessly. If you are fully prepared, and the conversation is to the point about the students and can be in one sentence, the parents will feel that the other party is very responsible, cares about the students very much, and is a good teacher with high morality and is worthy of respect.

Use appreciation-style home visits, and bring the student's excellent workbook or highlight home visits. The scholar Yan Yuan of the Qing Dynasty said: "It is not as good to count the faults of a son as to reward the goodness of a son." [Yan Yuan. Four Preservations [M]. Beijing: Sicun Society, 1935: 89.] Therefore, home visiting teachers should use the invisible ruler, give more appreciation, and be good at discovering every shining point of students, even if it is small. Teachers should also greatly appreciate it. In a successful home visit, it is indispensable to report the students' gratifying advantages. It can enhance students' confidence in knowing their strengths, make students feel warm and cared, eliminate students' hostility to teachers' home visits, and enhance teachers' personality. From a more profound perspective, this approach is also an inevitable requirement of caring for students, and a vivid embodiment of practicing teacher morality.

Home visits with small gifts can sometimes do more with less. The gift does not depend on how expensive it is. It can be a small card or a notebook. The preparation of the gift must be full of care and thought. I once saw a case of a new transfer student, who was not very motivated to study, often dozed off in class, and never completed his homework as required; But after a teacher's home visit, a big change was made. Because the teacher brought the certificate of merit and table tennis racket from the student sports meeting during the home visit. The student stared at the table tennis racket in a daze. It took a long time for him to regain his senses. He walked to the teacher's side and said with tears in his eyes, "Teacher, please believe me, I will work hard in the future, and I will never fail you!" The case of a home visit can undoubtedly tell

us that the home visit process should not be the same. It is just a matter of language and giving a little gift. Sometimes it can strengthen the emotional communication between teachers and students, and establish a mutual trust and harmonious relationship between the two. Caring for students is not just on paper, nor is it an abstract and empty request. Occasionally bring some small tailored gifts. It is easy to influence students during home visits. It is worth more than a thousand words. Former soviet educator Koff said: "The essential, even almost the most important quality of being a teacher is to love children." [Zankov. Conversation with teachers [M]. Beijing: Education Science Press, 1980: 47.] Indeed, without love, education ends when it begins. Likewise, as part of education, without love, home visits are stranded before they start. Therefore, home visits with care and love are not only fruitful, but also closely linked to the core of teacher morality, which can be regarded as an important way for teachers to practice teacher morality.

Conclusion

In short, home visits are not only related to the growth of students, but also to the morality of teachers. Teachers, as visitors, should cherish this rare opportunity, self-improvement, and while bringing care to students, they should also keep their self-confidence in teachers' morality to themselves.

References

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