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RESEARCH ON THE IMPACT OF TEACHER'S ETHICS AND STYLE ON THE CORE COMPETITIVENESS OF UNIVERSITIES

Abstract. In the context of the continuous advancement of educational globalization and the increasingly fierce competition among universities, this article focuses on the relationship between the construction of teacher ethics and the core competitiveness of universities, and outlines four enabling mechanisms: value guidance, talent cultivation, academic innovation, and improvement of social reputation. It proposes path suggestions from four aspects: institutional improvement, ideological training, cultural creation, and work integration, providing practical references for universities to enhance their core competitiveness through the construction of teacher ethics and conduct.

Keyword: teachers' ethics and teaching style ; the core competitiveness of colleges and universities; empowerment mechanism ; practical path.

Introduction. In recent years, as higher education has entered a stage of high-quality development, the competition among universities has no longer merely focused on hard power aspects such as discipline construction and research achievements. The soft power centered on teacher ethics and conduct has increasingly become the key for differentiated development. From a practical perspective, some universities have suffered from negative impacts on their social reputation due to incidents of teacher misconduct, while others have attracted high-quality students and teachers by virtue of their excellent teacher ethics and conduct, highlighting the significance of building teacher ethics and conduct for the development of universities.

1.The empowerment mechanism of teacher ethics and teaching style construction on the core competitiveness of universities

1.1 Value-driven mechanism

Value guidance is the soul that empowers teachers' ethics and conduct, helping universities to determine their development direction. In terms of educational values, it enables teachers to break free from the misconception of "valuing research over teaching" and truly implement "cultivating virtue and shaping individuals". For instance, Beijing Normal University cultivates teacher ethics through its motto "be a role model for students and set an example for others", and in recent years, it has launched the "Year of Teacher Ethics and Conduct Building", organizing teachers to review the educational concepts of Tao Xingzhi and Qiu Gong. Many teachers have re-understood the essence of education - not just imparting knowledge, but also shaping character. Literature college teachers teach classical literature by integrating the moral integrity of scholars to teach how to be a person, while history college teachers explain the history of Chinese civilization to convey patriotism, cultivating students who are not only academically solid but also have a sense of social responsibility. These students have directly improved the quality of talent cultivation and are also an embodiment of core competitiveness. In terms of the inheritance of university spirit, teacher ethics and conduct serve as the link connecting the past and the present. During the century-long development of Tsinghua University, it integrated "perseverance in self-improvement and broadening one's character" into the construction of teacher ethics. The patriotic spirit of old scientists such as Deng Jiaxian and Qian Xuesen was passed down through the "Teacher Ethics and Conduct Lecture Hall" of young teachers and through their words and deeds. Nowadays, many teachers engage in research with the belief of "fulfilling one's duty for the country", actively participating in "key technology" fields such as chips and artificial intelligence. This not only enriches the school's cultural heritage but also enhances its competitiveness in strategic national fields, making it an irreplaceable spiritual asset.

1.2 Talent Cultivation Mechanism

Talent cultivation is the core mission of universities, and the construction of teachers' ethics and conduct can provide support by improving teachers' ability to educate students and optimizing the training model. In terms of improving teachers' abilities, good professional ethics will encourage teachers to actively improve their teaching. Zhejiang University has implemented the "Teacher Ethics Mentor System", where "Model Teachers of Ethics" guide young teachers, passing on experience in aspects such as classroom design and student communication. The improvement of capabilities under such teacher ethics guidance enhances students' comprehensive qualities and innovative abilities, and the output of high-quality talents is precisely the key to core competitiveness. In optimizing the training model, teacher ethics and conduct can promote teachers to break away from traditions. Shanghai Jiao Tong University School of Medicine takes "the benevolence of doctors" as the core of teacher ethics, requiring teachers to not only impart medical knowledge but also cultivate humanistic care during teaching. Based on this, teachers in the school have reformed clinical teaching and developed the "bedside teaching + simulated doctor-patient communication" course: before students come into contact with real patients, they first experience patients' needs through role-playing, and then learn communication skills under the guidance of teachers. The students trained in this way have solid clinical skills and also possess empathy. In recent years, the employment rate has exceeded 98%, and most of them have been employed by top hospitals such as Peking Union Medical College Hospital and Shanghai Ruijin Hospital, which vividly demonstrates the promoting role of teacher ethics in the training model and core competitiveness.

1.3 Academic Innovation Mechanism

Academic innovation is a crucial pillar of core competitiveness, and the construction of teacher ethics and academic style can inject vitality into it by fostering an academic atmosphere and promoting teamwork. In terms of atmosphere building, good teacher ethics can curb academic misconduct and enable teachers to focus on genuine innovation. Nanjing University takes 'academic integrity' as the bottom line in its teacher ethics construction, offering a required course on 'Academic Standards and Research Ethics', implementing a 'one-vote veto' system for academic misconduct, and making 'rigorous scholarship and pursuit of truth and practicality' a consensus among teachers. In terms of teamwork, the 'collaboration' and 'tolerance' in teacher ethics can break down disciplinary barriers. For example, Xi'an Jiaotong University emphasizes "team collaboration" in the construction of teachers' ethics and encourages teachers to cooperate across departments.

1.4 Social Reputation Enhancement Mechanism

Social reputation is the 'intangible asset' of universities. The construction of teachers' ethics and style can enhance social recognition and attract high-quality resources to boost reputation. In terms of social recognition, teachers' ethics directly influence the public's evaluation of universities. The better the public's evaluation of a university, the greater its attractiveness to high-quality students. In turn, high-quality students further enhance the quality of talent cultivation, forming a positive cycle. In terms of resource attraction, good teacher ethics enable universities to gain more social support. Xiamen University emphasizes "serving society" in the construction of teacher ethics and encourages teachers to transform scientific research achievements into driving forces for local development. They have taken the initiative to apply their scientific research results to ecological protection and fishery development along the coast of Fujian, helping fishermen increase their income and improve the marine ecology. This has earned Xiamen University recognition from local governments and enterprises. In recent years, it has jointly established the "Marine Carbon Sink Research Institute" with the Fujian Provincial Government and set up "Marine Ecological Protection Special Funds" with multiple enterprises. These resources not only support scientific research and teaching but also enhance the university's core competitiveness in marine disciplines.

2. Path Selection for Empowering the Core Competitiveness of Colleges and Universities through Moral and Ethical Construction of Teachers

2.1 Improving the System of Moral and Ethical Construction of Teachers

Institutions are the guarantee for the implementation of teacher ethics and conduct building. It is necessary to establish a sound teacher access mechanism, a scientific and standardized assessment mechanism for teacher ethics and conduct, a complete management mechanism and

leadership accountability mechanism, a diversified supervision mechanism, and an appropriate incentive mechanism.

Colleges and universities should form a closed loop from three aspects: evaluation, supervision, and incentives. In terms of evaluation, it should not only focus on papers and class hours, but also include student satisfaction, peer review, and performance in social services. For supervision, channels both inside and outside the campus should be unblocked. In addition to daily inspections by colleges, anonymous reporting portals can be set up on the campus website, and parents and employers can be invited to put forward opinions regularly. In terms of incentives, instead of relying solely on cash rewards, "Teacher Ethics Model Studios" and "Teacher Ethics Inheritance Projects" can be established to provide outstanding teachers with research funds and opportunities for external exchanges, which can both mobilize enthusiasm and play an exemplary role.

2.2 Strengthen teachers' ideological and political education and professional ethics training

Ideology is the foundation of teachers' ethics, and training should avoid "mechanical recitation of texts". Usually, more "teachers' ethics salons" can be organized, where senior teachers share their stories of educating students, which is more inspiring than simply explaining documents; For new teachers' induction training, "practical links" should be added. They should be arranged to attend classes with model teachers of ethics and participate in student management. Now many universities require newly recruited teachers to work as part-time counselors or class teachers for a period of time, so that they can understand the requirements of teachers' ethics in practice; Special education can also be carried out in combination with social hot topics. For example, in academic integrity education, using nearby cases of academic misconduct as warnings is more impactful than talking about abstract regulations, helping teachers build a solid ideological defense line.

2.3 Creating a Positive Campus Cultural Atmosphere

Culture can subtly influence teachers' ethics, and it is essential to make "the warmth of teachers' ethics" permeate every corner of the campus. A "Teachers' Ethics Culture Wall" can be built on campus to display the deeds of outstanding teachers in the school; more "teachers' ethics-themed activities" should be carried out, such as holding a "teachers' ethics oath ceremony" on Teachers' Day and organizing a "thank you, teachers" activity during graduation season, so that teachers can strengthen their sense of responsibility through a sense of ritual; in addition, small stories about teachers' ethics can be broadcast through the campus radio and pushed via official WeChat accounts, using details to create an atmosphere of "esteeming teachers' ethics".

2.4 Promote the Integration of Teacher Ethics and Morality Construction with the Core Work of Colleges and Universities

Teacher ethics cannot "exist in isolation"; they should be integrated into the entire process of teaching, scientific research, and social services. In teaching, elements of teacher ethics can be incorporated into courses. For example, teachers in science and engineering fields can talk about "rigorous scholarship" combined with their own research experiences when giving research courses; teachers in liberal arts can often mention "social responsibility" when teaching professional courses. In scientific research, academic integrity should be included in team management. For instance, research teams can sign an "Academic Integrity Commitment" when initiating a project and conduct regular "self-inspections of research ethics" to avoid academic misconduct. In social services, teachers are encouraged to participate with their "original aspiration of teacher ethics". For example, when organizing teachers to teach in remote areas or carry out public lectures in communities, emphasis should be placed on "sincere service" rather than "going through the motions", so that teacher ethics can be implemented in services and at the same time enhance the school's social reputation.

3. Conclusion

This study shows that there is a two-way interaction between the construction of teachers' ethics and style and the core competitiveness of colleges and universities. The former empowers the latter through four mechanisms: value guidance, talent cultivation, academic innovation, and enhancement of social reputation. At present, some colleges and universities still have deficiencies in terms of construction mechanisms and teachers' awareness, and it is necessary to promote improvement from four aspects: system improvement, ideological training, cultural

cultivation, and integration of work. The construction of moral integrity and professional ethics among university teachers aims to improve the quality of teaching and education, cultivate outstanding talents with both virtue and ability, and provide a solid guarantee for the sustainable development of higher education. In the future, it will explore new paths for the construction of moral integrity and professional ethics by combining digital technology, further deepen quantitative research on their correlation, and provide more precise guidance for university practices.

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Universitetlarning asosiy raqobatbardoshligiga o'qitish etikasi va uslubining ta'sirini o'rganish Annotatsiya. Ushbu maqolada ta'limning davom etayotgan globallashuvi va universitetlar o'rtasidagi raqobatning kuchayishi sharoitida o'qitish etikasi rivojlanishi va universitet raqobatbardoshligi o'rtasidagi bog'liqlik o'rganiladi. Shuningdek, unda bunga hissa qo'shadigan to'rtta mexanizm aniqlangan: qadriyatlarga asoslangan yetakchilik, iste'dodlarni rivojlantirish, akademik innovatsiyalar va ijtimoiy obro'ni oshirish. Ushbu muammolarga yechimlar to'rtta nuqtai nazardan taklif qilinadi: institutsional takomillashtirish, mafkuraviy tayyorgarlik, madaniy rivojlanish va ish muhitiga integratsiya. Universitetlar uchun o'qitish etikasi va xulq-atvorini rivojlantirish orqali ularning raqobatbardoshligini oshirish bo'yicha amaliy tavsiyalar keltirilgan. Kalit so'zlar: o'qitish etikasi va uslubi, universitet raqobatbardoshligi, professional rivojlanish mexanizmlari, amaliy yondashuvlar.	Исследование влияния этики и стиля преподавания на ключевую конкурентоспособность университетов Аннотация. Данная статья рассматривает взаимосвязь между формированием педагогической этики и конкурентоспособностью университетов в контексте непрерывного развития глобализации образования и усиливающейся конкуренции между университетами, а также выделяет четыре механизма, способствующих этому: ценностное руководство, развитие талантов, академические инновации и повышение социальной репутации. Предлагаются пути решения проблем с четырех сторон: институциональное совершенствование, идеологическая подготовка, создание культуры и интеграция в рабочую среду. Представлены практические рекомендации университетам по повышению их конкурентоспособности посредством формирования педагогической этики и поведения. Ключевые слова: педагогическая этика и стиль преподавания, конкурентоспособность вузов, механизм повышения квалификации, практические пути.

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