

Professional Value and Practical Path of Primary School Teachers' Three-dimensional Educational Image

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Abstract: A comprehensive understanding of teachers' educational image serves as the prerequisite for primary school teachers to fulfill educational responsibilities. The educational image of primary school teachers is diversified and comprehensive, consisting of three core dimensions: holistic education, moral education guidance and subject teaching. The holistic educational image emphasizes teachers' implicit influence and embodies the value of personality edification. The moral education guidance image highlights moral leadership in interpersonal communication and realizes the value of ideological cultivation. The subject teaching image focuses on the integration of professional knowledge teaching and education, attaching importance to classroom educational value. Currently, prominent practical dilemmas include biased educational cognition, insufficient comprehensive literacy, unbalanced role performance and backward evaluation mechanisms. Accordingly, this paper proposes feasible implementation paths from four aspects: correcting three-dimensional educational cognition, consolidating comprehensive educational literacy, coordinating multi-role performance and improving educational evaluation mechanisms. It aims to provide references for improving primary education quality and promoting teachers' professional development.

Keywords: Primary School Teachers; Educational Image; Educational Value; Practical Path

DOI:10.12417/3029-2328.26.04.030

1.Introduction

Primary school is not only the initial stage for students to acquire knowledge, cultivate interests and retain curiosity, but also a critical period for shaping correct values and fine morality. As mentors accompanying students in this vital growth stage, primary school teachers bear the responsibility of facilitating students' all-round development.

Comprehensive cognition of teachers' educational image lays a solid foundation for educational practice. The diversified educational image can be analyzed from three dimensions. Firstly, holistic educational image. As formal instructors, teachers exert pervasive subtle influence on all students through personal charm, reflecting all-staff, whole-process and all-round implicit educational value. Decent conduct, modest attitude, rigorous work style and positive mentality imperceptibly nurture students, fostering their politeness, self-discipline and sincerity. Secondly, moral education guidance image. As moral educators engaging closely with students, teachers conduct ideological and moral guidance to cultivate students' minds. Daily class management, thematic moral activities and targeted heart-to-heart talks help rectify improper behaviors, relieve psychological troubles, cultivate patriotism and collective awareness, and establish sound world outlook, outlook on life and values. Thirdly, subject teaching image. As course instructors, teachers systematically impart cultural knowledge, consolidate academic foundation, and cultivate students' thinking ability, learning habits and inquiry competence to build complete knowledge systems. Meanwhile, educational elements such as responsibility, patriotism, humanistic thoughts and scientific spirit are integrated into classroom teaching based on disciplinary characteristics, making classrooms the main position for

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Fund Project:

Research achievement of the 2023 Beijing Higher Education Undergraduate Teaching Reform and Innovation Project: Research and Practice on Training Paths and Methods of Normal Students' Professional Teaching Competence.

fostering virtue and cultivating people.

The three interdependent dimensions form an integrated educational system, with holistic education as the foundation, moral education guidance as the core and subject teaching as the carrier, realizing personality edification, ideological shaping and classroom cultivation respectively. Teachers shall abandon the biased educational mode that prioritizes teaching over moral education and personality influence. Giving full play to the three-dimensional educational effect helps meet the fundamental requirement specified in curriculum standards, guiding students to grow into well-developed socialist builders and successors with moral, intellectual, physical, aesthetic and labor qualities. ^[1]

Nevertheless, the three-dimensional educational function cannot be fully exerted in current practice, mainly restricted by biased cognition, inadequate comprehensive literacy, unbalanced role performance and imperfect evaluation systems. This paper explores optimization strategies covering cognition reconstruction, literacy improvement, role coordination and mechanism perfection to resolve practical difficulties and offer theoretical and practical references for teachers' professional growth and high-quality basic education development.

2. Practical Dilemmas of Primary School Teachers' Three-dimensional Education

Restricted by traditional educational concepts, heavy workload, limited professional competence and flawed evaluation mechanisms, most teachers fail to balance three-dimensional educational duties, hindering overall educational effectiveness.

2.1 Biased Educational Cognition

For a long time, the tradition of exam-oriented education still exerts a profound impact on primary school education practices. Some primary school teachers hold severe cognitive biases, confining their professional mission merely to knowledge imparting. They attach excessive importance to academic scores while neglecting the value of personality cultivation and moral education guidance. Most teachers have vague understanding of the connotation, scope and collaborative relationship of the three-dimensional educational image. They separate subject teaching, moral education and behavioral demonstration, regarding moral education as the exclusive duty of specialized teachers and personal exemplary influence as an auxiliary rather than core responsibility. Such one-sided role cognition leads teachers to prioritize academic tasks over moral education and subtle character edification. The three-dimensional educational image can hardly be fully realized, resulting in the dilemma of emphasizing teaching while ignoring education.

2.2 Insufficient Comprehensive Literacy

The three-dimensional educational image sets higher requirements for teachers' comprehensive literacy. Teachers are expected to possess solid subject teaching competence, as well as sound moral education capacity, psychological counseling skills and exemplary personal attainment. Nevertheless, some primary school teachers have a simplistic professional literacy structure. They focus mainly on classroom instruction, teaching design and academic improvement, lacking sufficient theoretical knowledge and practical capabilities in moral education. They also lack professional skills to communicate with, guide and counsel pupils psychologically.

Meanwhile, some teachers pay little attention to self-cultivation. Their daily words and deeds lack propriety and they have weak awareness of role modeling, failing to exert the subtle nurturing effect of holistic education. Furthermore, ideological and moral education generally has two drawbacks. Its content tends to be overly adult-oriented, and it relies more on heteronomous discipline rather than autonomous moral awareness. ^[2] Such structural deficiencies in professional literacy leave teachers incapable of fulfilling the duties corresponding to the three-dimensional educational image.

2.3 Unbalanced Role Performance

Teaching and educating constitute teachers' core mission, yet daily work involves numerous trivial affairs. To

deliver high-quality lessons, teachers need thorough lesson preparation based on adequate understanding of students and teaching knowledge points, which consumes substantial time and energy. Besides, teachers are required to possess educational wit to properly handle unexpected incidents. Heavy multiple duties strain teachers' energy, making it difficult to balance three-dimensional educational roles and fully implement all educational tasks.

2.4 Backward Evaluation Mechanisms

The practice of teachers' three-dimensional educational image relies not only on teachers' personal efforts, but also on sound and sophisticated evaluation mechanisms. However, the current evaluation system for three-dimensional education remains imperfect. Although moral education carries growing weight in teacher assessment, most schools still prioritize academic performance in essence despite advocating moral cultivation, which greatly restricts the display of teachers' diverse educational values. Teacher training activities mainly focus on teaching methods and curriculum reform, with few programs targeting moral education. Incentive policies are still largely based on students' academic scores, hindering the effective implementation of three-dimensional education. Hence, a well-established evaluation mechanism serves as an essential guarantee to realize the value of teachers' three-dimensional education.

3. Practical Paths to Realize Primary School Teachers' Three-dimensional Education

Targeted solutions are proposed from four perspectives to address existing problems.

3.1 Correct Three-dimensional Educational Cognition

Establishing a correct sense of identity is the cornerstone for primary school teachers to practice three-dimensional education. Teachers need to clarify the responsibilities corresponding to different roles and earnestly fulfill their duties.

In practical work, schools can organize teaching research activities and thematic seminars. In terms of the overall educational image of teachers, schools shall attach importance to teachers' fundamental attributes and guide them to set good examples, so as to give full play to implicit education and exert subtle influence on every student. As for the role of moral education guidance, it is necessary to abandon the misconception that moral education belongs only to moral education teachers and has nothing to do with academic performance. Only when teachers form proper cognition can they deliver effective education to benefit students and achieve self-improvement.

3.2 Consolidate Comprehensive Educational Literacy

Improving professional competence acts as the key to three-dimensional education. Systematic training shall be conducted to enrich teachers' literacy, strengthen moral education awareness and implement targeted teaching according to students' actual conditions.

Model teacher demonstration and behavioral norms help teachers recognize the value of holistic implicit education. Enhancing teachers' moral sensitivity enables them to identify moral elements and build virtuous campus atmosphere. [3]Special courses on moral education and mental health, combined with practical cases, improve teachers' ability to cultivate students' morality. Interdisciplinary seminars and integrated teaching discussions promote collaborative educational capacity and maximize three-dimensional educational value.

3.3 Coordinate Multi-role Performance

The implementation of the three-dimensional educational image hinges on regular practical integration. Teachers should integrate relevant responsibilities into all educational scenarios including classroom teaching, class management and daily interaction. In class, teachers fully explore educational elements of disciplines and integrate value guidance and competency cultivation into knowledge teaching to unify instruction and moral education. In class management, regular thematic moral education and behavioral standard training are carried out to offer targeted guidance addressing students' growth problems. In daily communication, teachers standardize words and deeds to subtly influence students with positive personal charm. Breaking the separation of different educational roles

achieves in-depth integration of classroom education, moral education and personality cultivation, forming an all-round educational synergy.

3.4 Improve Educational Evaluation Mechanisms

The implementation of three-dimensional education is supported by sound evaluation and incentive systems. Schools shall optimize the traditional teacher assessment framework, abandon score-oriented evaluation, and establish a diversified, comprehensive and scientific educational evaluation system. Soft indicators including teachers' exemplary performance, moral education outcomes, disciplinary educational infiltration, students' moral development and class educational atmosphere shall be incorporated into assessments to realize dual evaluation of academic performance and educational effectiveness. Meanwhile, a complete educational incentive mechanism should be established. Teachers with outstanding comprehensive educational achievements will be commended and rewarded to fully mobilize their initiative in practicing three-dimensional education. Institutions guarantee teachers' duty fulfillment and incentives guide teachers to devote themselves to educational work.

4. Conclusion

The three-dimensional educational image covering holistic education, moral education guidance and subject teaching conforms to the fundamental virtue-cultivating mission of basic education and students' physical and mental growth rules, embodying teachers' professional value. The three mutually supportive dimensions consolidate educational foundation via personality edification, orient educational direction through ideological guidance and carry educational practice relying on classroom teaching, constructing an all-round whole-process primary education pattern.

Current dilemmas including biased cognition, insufficient literacy, unbalanced role execution and backward evaluation systems restrict educational value release as well as teachers' professional advancement and students' all-round growth. Joint efforts are required for improvement. Teachers shall renew educational cognition, upgrade comprehensive literacy and coordinate role performance. Schools shall perfect evaluation mechanisms to offer institutional support. Only in this way can three-dimensional education take effect, fully exert teachers' educational function, and nurture virtuous, knowledgeable and well-rounded young talents of the times.

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