

The Analysis of New Growth Point of Education Philosophy

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ABSTRACT: Problems and methods of educational philosophy is "soul." The past 10 years, new problems philosophical study of education appear are: the presence of the value of education philosophy, education theory of value, understanding and education, life and education; methodological mainly in philosophical phenomenology and hermeneutics as the instruction, educational Philosophy Research Methodology impact and penetration, as well as specific guidance on the theory of education, philosophy of education theory; in the use of the new method is more representative method of analysis of educational philosophy.

Introduction

Educational philosophy was born a hundred years and the world had several ups and downs. Recalling the history of the rise and fall of education philosophy is easy to see, whenever the stable development of education in the specific educational science vigorous age, educational philosophy it is often overlooked, forgotten or even denied, abandoned, and whenever the advent of the crisis in education and education reform, in particular when nothing of Education Science, research and education philosophy will form a major boom and get the history of the law and actual demand that clearly indicate: the nineties the trend of world education reform calls for the philosophy of education, twenty-first century educational needs new philosophical guidelines.

The Formation of Educational Philosophy Subject

Educational philosophy as a discipline is formed, with the 19th-century natural science research methods in education, forming a "science education" are closely related, it can be said that the generation and formation with the "Education Science" strife. Early 20th century, "Education Science" is not fully meaningful that we use today - many of Pedagogy group, general knowledge of education. Then "Education Science" mainly refers to the use of natural science research and education produce a new discipline of Educational Psychology, Educational Testing, education statistics, education and sociology. Natural Science Method in educational research has greatly promoted the development of education, but also makes some scholars think about the formation of a limited nature "Education Science" when. Think in terms of the presence of educational philosophy, is derived from the philosophical and pedagogical nature of the understanding. The educational philosophy of the earliest monograph "Outline of Philosophy of Education," a book based on the author Fanshou Kang awareness and understanding of Kant's philosophy, the philosophy understood as a criticism of philosophy and pedagogy is an independent science. He believes that "science has common assumptions and inherent assumptions, the so-called philosophical exercise science research this assumption, so we call it science of pedagogy is both a science, of course, there is a fundamental assumption, and this assumption studies, this philosophy is not available to non-dependent. Obviously, Fanshou Kang understanding of the function of

education is profound philosophy, philosophy of education" is the fundamental principle underlying the concept of prosecutorial and educational science "is a Education and awareness is assumed to reflect this context issues.

To the 1930s, with the "Education Science" of the rival, it was recognized that there is a class of problems, education, science and the history of education cannot be answered satisfactorily, it is ideal for educational purposes and problems, this fundamental and permanent the issues need to inspire people to think about the philosophy of education. That "Science gives us the facts, the fact itself is important; but science cannot give us an ideal, it cannot teach us how to choose the ideal is not the ideal choice for scientists to do, but philosophers do in addition to science education, have an educational philosophy and its parallel. It realized philosophy of education" educational science "of irreplaceable value, attracting some scholars question thinking and research educational philosophy, educational philosophy as a discipline will gradually form.

The New Growth Point of the Education Philosophy

Nineties breakthrough educational philosophy and the growing point is present in today's educational practice and educational reform proposed, among a series of major theoretical problems faced on. To sum up briefly, especially in the following three aspects:

First, from the age education policy, objectives and based on curriculum reform, educational evaluation index system leads to the theory and educational purposes The Value of Reflection.

China's actual situation, the urgent need of the times from a height of moral, intellectual, physical, aesthetic, comprehensive education and technical education and their relationship five in-depth study of philosophy of education level as thereby to scientifically establish our nine basic guidelines 1980s educational reform, and accordingly all aspects of a unified understanding and pace. I believe that each of the five aspects of education is urgently needed to learn the theory and practice of new achievements to be deepened. Ng Yuk relationship is by no means parallel relationship, but from concrete to abstract thinking in the synthesis process. Intellectual, moral and aesthetic education are educated from psychological development goals and tasks proposed level of abstraction, these three education are interrelated, mutual penetration, where moral education is the soul of all education, intellectual education is a prerequisite for each of the basic content, the aesthetic power of each is fertile and bridges; sports is a comprehensive physical and mental development of the educated, so the understanding and interpretation of the traditional sports must be extended, the meaning of modern sport should be a harmonious physical and mental development, sport not only inherently includes moral, intellectual, American Adventist, sports content from the basic and main tasks of view, it should be nutrition, health, and physical and mental development of sports skills and techniques these four aspects of organic unity; as for labor education should be restored when the Lenin and Crewe "integrated technical Education" concept Phelps Kaja used, or the use of "technology" Marx's concept of education infrastructure, education in this area is not simply to cultivate the concept of labor, but not to learn some simple application technology, but rather by the light deeply into the practical ability to cultivate people's creativity and thus is integrated with the application of the first four sterile, is the material basis and impetus for the development of the first four sterile.

Second, from the contemporary curriculum, teaching theoretical concepts of change, update teaching methods, and other aspects of the relationship between the teachers and the development of an extension of the epistemology of teaching, teaching practice, theory, education and educational research methodology to reflect the times.

Throughout the eighties the concept of education in China focusing on the teaching conducted in-depth discussion and debate, such as teaching and development of relations, the role of structure and build awareness of the law of non-intelligence factors in teaching, the relationship between teachers and students a series of studies with the characteristics and practical significance of the subject not only promoted the development of teaching theory research and teaching Lin Mei had a significant impact.

We must see that the Soviet Union and Western contemporary epistemology has gone beyond the intuitive theory of reflection and transcendental idealism began to realize rationalism and irrationalism dialogue and integration, and began to seek to communicate with traditional Oriental epistemology; curriculum theory has overcome the past simply discipline centrism, child-centered, community-centered biased, began to realize the organic combination of the three, and the original narrow curriculum expanded curriculum, curriculum system of generalized curriculum for potential courses, social integration courses, teaching has been start from the outside depth knowledge of the process symbol structure to children's psychological structure transformation rules, and accordingly design a high efficiency of the teaching mode and method, a large number of new category system category of activity, interaction, internalization, etc. appear. All this clearly indicates that the philosophy of education in teaching theory research is brewing a new breakthrough.

We can also look back in terms of vertical systematic teaching theories about its birth from the pan over a road. Early teaching theory focuses on how teachers teach, Comenius, Herbart education theorists in this area have left a monumental work can still be learn, modern educators and psychologists have turned to research how students learn learning psychology and learning theory from contemporary Dewey to have left an indelible footprint in this area; today's development of the theory and practice of teaching has come to be integrated in this era of both a higher level. This requires the study of teaching epistemology to turn to in-depth exploration of students continue on the basis of the study of law professor law teachers, this shift is not restored early teaching theory, but in the two-stage fully absorb the outcome of the study before teaching theory based on the height of the teacher's teaching activities to shape the future as new creative practices from the era to study, thus the creation of a new "Teaching practice." I believe that this is the direction and trend of modern teaching theory and practice of development and the urgent need for the theoretical basis of educational philosophy from its foundation.

Third, our educational theorists since the late seventies around the essence of education debate with both theoretical and practical significance, but it is difficult to argue to a certain extent, depth, and later converted to the study of the educational function. However, without a profound understanding of the essence of modern education, cannot be comprehensive and profound understanding of the educational function of the nature of current research and education on how to develop in depth? Key lies in deepening the development of Marxist philosophy theory system research.

Marx in "German Ideology", "Capital" and its three manuscripts and Engels' Family, Private Property and the State origin "and other classics expounded historical materialism, the founders of Marxism not only raised forces determine the relations of production, economy base determines the superstructure, which is another reaction these basic idea of historical materialism, but also talked about the social production of material and spiritual production and production of human beings these three areas and their relations from a broader perspective in education is production of human beings and re-creation. The development of Education is clearly the development of social material production and spiritual development for the production of the premise and basis and subject to the constraints and therefore from social material and spiritual production law of the education law is

clearly in isolation. It does not work. However, the production of human beings as a special law social system in a relatively independent subsystem has its own development, if only to understand the laws of material production and spiritual production without understanding the law of human self-production characteristics clearly it is impossible to correct, profound grasp of the essence of education. In modern society, the human dynamic, creative and dramatic development, if not highly developed education systems continue to reproduce, re-create the new generation is better than generation, male mass production and production of the modern spirit of benevolence J are impossible to achieve, which is Education educational function unity with educational social functions dialectical, which is the production of three modern society intrinsically linked. Thus, the production characteristics of human beings, study the relationship between law and three productions not only Materialism and the Essence of Education jointly growing point of these two areas, and may even become the nineties and the 21st Century Education Philosophy closer alliance ties and bridges.

Engels' dialectical nature to "the introduction has summarized the course of human history, brilliantly put forward" twice to enhance the "Important Thought. The first is the use of tools to enhance the work in man and nature, the relationship between the people lifted out of context from the animal kingdom, thus achieving a natural history of the human history of qualitative change; the second is when humans can be achieved when the regulation of social relations when people are able to create a "planned production and planned distribution of the conscious organization of social production," "can in human and social relations to ascend from the animal kingdom out", and then can human beings into " conscious human society starting point "- a communist society. It now appears that the completion of the second human ascension process must also be accompanied by a third improved; understanding of human beings and control of the reproduction of human beings and the re-creation, which is in the relationship between people and their respect lift mankind out of the animal kingdom. the third promotion is more difficult than the second lift, more distant, but as soon as possible and start with the second lift together, will greatly accelerate the course of human history. This is a broad field of philosophy of education and attractive future prospects and a series of human beings for the study of scientific and philosophical development.

Conclusion

Chinese educational philosophy of the 20th century, Dewey's philosophy of education in order to learn the initial, spread after another Marxist educational ideology, initially established a Philosophy of Education Science. After the founding of New China, especially since the 1980s, under the guidance of Marxism, philosophy of education system more perfect discipline and development in the mining history of national education philosophy, while also concerned about the development of Western Philosophy of Education. Future development trend of education philosophy is: to the specific field of study in depth; strengthen international research; further develop educational philosophy and critical functionality over the boot function.

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