



Research on the Thought and Practice of Hengyi Jing Normal Education

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Abstract. The Hengyi Jing as a famous educator in modern China, advocate "pure education" thought, advocates according to their aptitude, to cultivate normal sound personality for normal education purpose, personality education and personality development for normal education content, awakening to students' self-consciousness, self-ability, self-value for normal education method, and clearly put forward the education system of education system. Therefore, it is of practical significance to explore and study the thought and practice of Hengyi Jing normal education for promoting the reform of normal education in the new era and cultivating high-quality normal students.

Keywords: Hengyi Jing; normal education thought; practical enlightenment

1 Introduction

Normal education thought as an important part of modern social ideological thought and education thought, by Hengyi Jing not only deep in normal education "connotation" exploration and practice, and combining normal education and new teacher training, new social reform, the function of the "transformation" and expectations, as the development of modern normal education mission and the path choice of save the nation. Therefore, exploring the thought and practice of Hengyi Jing normal education can not only deeply understand the thinking and understanding of normal education thought in his life course, but also understand its role and status of active practice in the field of normal education, which has important reference significance for the reform and development of normal education in the new era.

2 Advocating the idea of "pure education"

2.1 Advocate for the independence of educational form and spirit

Education must remain independent of both form and spirit. He compared "pure education", "the evils of the Republic" and "the evils of the monarch" to "clear water", "sugar" and "salt" respectively. He believed that by giving full play to the role of "pure

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education", the idea of "pure education" can transform the evils in the society, that is, "more amount of water can melt sugar and salt"^[1]. On the one hand, we should be independent in the dimension of educational funds and educational administration. On the other hand, in addition to the formal independence of education, the foundation of education independence lies in the spiritual independence.

We should always maintain freedom of academic knowledge and thought. He clearly put forward that the independence of education spirit should be respected, and the essential requirement is to respect the subjectivity of education. At the same time, he also pointed out that education and society are not completely separated. During the running period of the first division of Zhejiang Province, the active academic freedom and ideological communication freedom were regarded as the important work, such as introducing the progressive publications such as *New Youth*; establishing the newspapers such as *Zhejiang Xin Chao*. The teachers and students of Zhejiang First Division "gradually separated from the shackles of old ideas, old academic studies, old customs, old habits and old systems, and realized the trend of *The Times* and the true meaning of life." ^[2]

"Pure education" should be the cause of educator "ruling". it is very difficult for a school to completely deviate from the political constraints administratively. He advocated that education is the basic cause of society, which can be described as a "a pillar of stone" , Need to play the important function of good educators and dynamic role, because they can adapt to social likes and dislikes, through their practice can solve political excessive intervention in education career, and he put forward to "education as the rule of philosophers, the education administrative organs, will be independent and can be the philosopher of the rule of rule"^[3].

2.2 Advocate the purity of educational purposes

Education pointing to "people" is the purpose of pure education. He believes that the traditional education is mainly "cast" education, and school education is alienated into a shop selling knowledge. Teachers only know to come to school on time and get rewards, and students only know to come to school on time and finish their homework. As a result, the "instrumentalization" attribute of school education dominates. In his opinion, pure education is to regard students' personality education as a "fundamental cause", take the personality development as the educational goal, and call for "to develop students who are useful for the society, not to suffer from occupation, but no personality"^[3], Even if there is no personality education, there would not be a good society.

Teachers who implement pure education need to have pure and good character. He argued that "the effect of education lies not between rules and methods, but between the credit of society and the personality of educators."^[4] It can be seen that teachers must set an example, and the main body of pure education comes from "pure people", that is, excellent educators. Such a "pure person" is not with the world, not with the world, even in the face of rigid facilities and other imperfect, imperfect conditions, can also firm pure education thought, the use of extreme conditions, economic methods, to promote the "pure education" cause to achieve success.

Students with pure education need to develop comprehensive literacy. Students are not only the object of education, but also the subject of "learning" in the educational process. On the one hand, strict knowledge learning can lay a solid foundation for students' future development. On the other hand, knowledge learning is only a part of people's quality, not all, but also needs to cultivate independent and advanced thoughts, as well as a strong body, which need a free and loose campus cultural atmosphere, cultivate students' temperament and develop students' personality. Zhejiang division "to cultivate school spirit, exercise, develop good school spirit for the purpose," "automatic, freedom, autonomy, self-discipline" students self-management thought and practice, he thought that to achieve the goal of all free, first to all autonomy, students are autonomous organization of the world, country and society "microcosm".

2.3 Advocating education is a "dynamic education"

Pure education is not fixed, but to keep pace with The Times. He criticized that traditional feudal education focused too much on knowledge teaching. In contrast, the thought of "pure education" believed that education should be "dynamic education" rather than "static education". Education is a kind of spiritual cause, the task of education not only to "continue", to maintain culture, convey culture, but also "with words", can transform culture, improve culture, so "the educator, that is, the quiet attitude; look forward and at the same time, it can be said to move."^[5] Such "dynamic education" is constantly changing and in the process of development.

Teachers are not teachers who acquire educational assets, but should constantly strengthen academic research. Some teachers simply take teaching as their own job, taking teaching for many years or obtaining verification qualification as their lifelong food and clothing. At the same time, the school also regards "experience" and "qualification" as the only standard to judge qualified teachers, thus breeding "gentle people" who make up the numbers and follow the rules. He believed that "people small words, is the maxim in the autocratic dark curtain, is still applicable to the future society!"^[6] It is responsible to know the meaning of small words. Although he is a small citizen, he is not slow to publish research.^[6] Therefore, he strongly opposed educators who are not willing to immerse themselves in academic research, believing that teachers should practice "only teaching half", perform their duties and educate people, do a good job in academic research, and achieve high teachers.

Students study not to pursue fame and fortune, but to use what they learn to serve the country. He believes that school is the link between family and society, and school is to teach students "where to be human", and then spread to the society through students, so that the general society can understand "the way of being human". He thinks the students in the traditional feudal education, most ambition is fame, modern schools must change the traditional study into official position, the school is not only a "reading", emphasizes the cultivation of students to conform to the needs of the society, The Times, the student is not only "exquisite appliance", accept education, learning knowledge, develop themselves, improve ability, is in order to better serve countries preparation, become a social useful person.

3 Develop the normal education view of personality

3.1 The parenting goal and spiritual quality

Cultivating educators should become the pursuit goal of normal university students' career development. He believes that normal university students should have the determination to be educators forever since they enter normal schools. Generally speaking, traditional normal education emphasizes accelerated cultivation, focusing on the cultivation of primary and secondary school teachers, while "cultivating educator" is rarely mentioned. He advocated that "cultivating educator" should be the training goal of normal education. Therefore, He stressed that normal schools should take primary and secondary school teachers as the training goal, and normal university students should "take the lead", and take cultivating educators as the direction of career development.

The moral quality of normal university students should not only be that of ordinary school students, but also have special spiritual quality. First of all, normal university students should have the dedication spirit of "pillar stone". He believes that the country is like a building, politicians and engineers are like pillars, and educators should play the role of "pillar", do "that convex I concave", normal university students should be willing to pave the way. Secondly, normal university students should have the service spirit of "acting hard for the society". He believes that it is natural to be a man for his children and grandchildren, and a teacher to be a duty for the society. Moreover, normal university students should have the spirit of "bending" and stand hard work. He believes that educators must have the spirit of "surrender", this spirit is not perfunctory, nor self-aggression, not to die from surrender, but to achieve many difficulties to maintain the character of hard struggle.

3.2 The ways and methods of personality education

Normal university students should take the word "honesty" as "the essential elements of all personality". He thinks: "The most complete person of personality is heaven, that is, a sincere word. Everyone will spare no effort to form a sincere personality", When he was the principal of Zhejiang First Normal School, he organized and founded Education Weekly to publicize and introduce the ways and methods of personality education, and formulated the four-character motto of "diligent, careful, sincere and forgive" in Zhejiang First Normal School. It can be seen that "honesty" was the first, and "honesty" became the central requirement of the school motto.

To develop a sound personality, we should pay attention to the all-round development of morality, intelligence, body and beauty. Education should be permeated in social staff, and involves everyone's life, so education is full of personality, perfect personality education, is to cultivate all-round development, want to "through the meaning of education, will explain of personality, the two have close relationship, namely personality education for the ideological reason also." It can be seen that education, rationality and personality are interrelated. Education can promote the rational development of human beings, and then rationality develops more and more, and personality can be more realized.

Implement the "automatic, freedom, autonomy and self-discipline" personality training method. I believe that school training is a part of personality education, mainly including teacher-based training and the former mainly emphasizes the importance of the teachers' will and requires the students to obey, and the latter mainly emphasizes the consciousness and voluntary obedience, thus advocates the transition from heteronomy to self-discipline to the combination of heteronomy and self-discipline. In order to develop the habit of student autonomy and self-discipline, Zhejiang First Normal School divides the school affairs into two parts: school administration and student autonomy, and combines the two. In terms of student autonomy, it advocates "rational will and each autonomy"^[7]. Give full play to the role of the school in the guidance and persuasion, clarify the responsibility of students' self-management, and carry out personality education with the campus culture of "guidance" and "cultivation".

4 We will reform the normal education system

4.1 Establish an independent normal schooling system

Setting up the normal school system alone is conducive to the systematic training of normal school students. He proposed that normal schools should reform the length of normal education from the depth of study. The training goal of the first phase of the normal school is the teachers of the national school. The training time is 3 years. After the graduates reach the service years, they can be promoted to the next stage of study after passing the examination, mainly changing the workshop into a normal school; The training goal of the second normal school is higher primary school teachers, training time is 3 years, also its graduates meet the prescribed conditions, can enter the third normal school, mainly change the normal school into the second normal school; The training goal of the third normal school is middle school teachers, at the same time, it can set up 2 years of preparatory courses, 3 years of specialized subjects, and research section, each province set up 1, the graduation of the third normal school meets the prescribed conditions, can be promoted to the education department of the national university, mainly the higher normal school into the third normal school.

4.2 The curriculum and the teaching content of the normal school reflect the "normal nature"

The teaching content of the normal education course needs to highlight the "normal nature". He believes that normal schools must offer three important courses: Chinese language, mathematics and education, and should reform the curriculum content. Firstly, Chinese language teaching should be reformed. He discusses the relationship between Chinese language and education, and thinks that education should dominate Chinese language rather than the opposite, and then puts forward that the educational task of normal schools should also pay attention to universal education. He encouraged the use of popular vernacular Chinese rather than classical Chinese. Secondly, the education subject should be reformed, which is the "concentrated embodiment" of normal university students. The course of the education subject should be based on the three

periods of the normal school system, and according to the requirements of taking the first and step by step. Specifically speaking, the first phase of normal schools needs to pay attention to the cultivation of normal education methods; The second phase of normal school education needs to pay attention to the cultivation of normal education theory; The third phase of normal school education needs to pay attention to the cultivation of teaching methods. In addition, the education discipline of the national university needs to pay attention to ideological creation, new professors, and the upbringing of the educational spirit.

4.3 Change the "academic year system" to the "discipline system"

Good teaching management system is the manifestation of scientific school management. He elaborated the advantages and disadvantages of the academic year system and the discipline system. He believed that the academic year system places too much emphasis on unity, and requires unified procedures in teaching management, unified teaching time, unified teaching courses and teaching materials, and unified teaching plans. If a subject fails, it may need to repeat and repeat. Therefore, it can be found that the academic year system restricts the development of students' personality and emphasizes uniformity, but does not consider teaching in accordance with their aptitude. Based on this, he advocated changing the "academic year system" to "discipline system"^[8]. The "discipline system" divided the course nature into elective and compulsory courses. By taking the subject as the unit, clarifying the scores of each subject, and completing the credit requirements stipulated by the school, you can apply for graduation.

4.4 Change the "teacher appointment system" to the "teacher full-time system"

The stability and development of teachers are an important guarantee of teaching quality. He compared the advantages and disadvantages between the "faculty appointment system" and the "faculty full-time appointment system"^[9]. He thinks, from the perspective of teachers, "faculty appointment" teachers can be several school curriculum teaching tasks, these teachers if the school does not need, also can find other schools to do backwards, they only responsible for the course content and classroom discipline, and not responsible for the school, more responsible for the students. From the perspective of students, teachers under the "teacher appointment system" weaken the energy input in student education due to the more part-time course teaching tasks. The relationship between teacher and student has few emotional and faith connections and communication. Based on this. He put forward the implementation of the "teacher full-time system" proposal, the first thing to expand the number of specialist teachers. Let teachers have the status of master, effectively responsible for the school, students and the teaching; Secondly, establish the development platform of multi-social role of full-time teachers to promote the professional development of teachers; In addition, reform the salary system of teachers, implement the "full-time system with tenure", pay in the month as the unit, and use the long-time salary calculation system to ensure that the full-time teachers can be employed in the school for a long time^[10].

5 Conclusions

Hengyi Jing is the first generation of outstanding explorers and practitioners of normal education in modern China. He believes that there are four conditions for running a good school^[11]: One is the social sympathy; the other is the responsible board; the third is reassuring faculty; the fourth is satisfied students. Especially after the May 4th Movement, he carried out the bold reform in Zhejiang First Normal University, founded the private school, expanded the axe, carefully managed Zhejiang First Normal University for ten years, implemented the thought of "pure education", maintained the independence of education, effectively kept pace with The Times, and achieved the cultivation goal of all-round development of morality, intelligence, physique and beauty; According to the law of normal education, the normal education proposes the idea of establishing a normal education system, paying attention to the cultivation of students' self-discipline, giving full play to students' autonomy, initiative and creativity, cultivating many outstanding talents and creating many educational stories. Therefore, the profound thought and practice of learning, practice, learning and practice, especially it is of practical significance to encourage normal university students to strive for self-improvement, work hard, anchor educators, and serve the country.

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