



The Thoughts of Confucius Teaching Students in Accordance with Their Aptitude

Study on the Contemporary Value of Ideological and Political Education

Zhanhang Wang

School of Marxism Studies of Zhejiang Normal University, Jinhua 321004, China

wangzhanhang@zjnu.edu.cn

Abstract. Confucius thought of teaching students in accordance with their aptitude laid the foundation of personalized teaching for ancient Chinese education, and influenced the theory and practice of many educators in later generations. This paper aims to deeply analyze the educational concept of Confucius teaching students according to their aptitude and explore its important position in the history of Chinese philosophy. In the context of modern ideological and political education, despite the challenges of numerous students and limited educational resources, "teaching students in accordance with their aptitude" is still regarded as the key to achieve high-quality education.

Keywords: teaching students in accordance with their aptitude; philosophy and thought; ideological and political education; contemporary value

1 Foreword

The academic thought of each era obtains the indispensable impetus from the foundation of its spiritual and cultural tradition, but the fundamental interaction of the complicated problems of The Times constitutes the most powerful realistic motivation, which determines its development trend with the characteristics of The Times and national characteristics. Modern scholarship takes it necessary to construct modernity and express the modernization movement.^[1] Confucius created the style of private teaching, and advocated benevolence, righteousness, propriety, wisdom and faith. He had three thousand disciples, including seventy-two sages. In terms of education, Confucius first put forward and practiced the idea of teaching students in accordance with their aptitude according to the needs of social governance. By observing students words and deeds, he understood their personalities and talents, and then adopted corresponding teaching methods to give guidance. However, in the context of modern education, with the increase of the number of students and the limited educational resources, many educators often ignore the importance of "teaching students in accordance with their aptitude" and instead adopt more standardized and unified teach-

ing methods. Although this transformation improves teaching efficiency to some extent, it may sacrifice individual differences and creativity of students.

Therefore, this paper will re-examine and understand Confucius's thought of "teaching students in accordance with their aptitude". This will not only help us to deeply understand the wisdom of ancient education, but also provide valuable inspiration for modern education. It is hoped that through this paper, educators and researchers can arouse their attention to "teaching students in accordance with their aptitude", and further promote the in-depth progress of ideological and political education reform.

2 Theoretical Background

In the construction of social order, the mutual adaptability between ancient Confucianism and ancient society is beyond doubt.^[2] Confucius, honored as "the Master of everything" and "the Holy Master of Heaven", was a great educational thinker in the Spring and Autumn Period. As early as two thousand years ago, he put forward and actively practiced the educational idea of teaching students in accordance with their aptitude in his educational work. Confucius broke the aristocratic monopoly of knowledge, made education to the maximum fairness, so that more people have the opportunity to receive education. In educational theory, the principles provided the development of ancient Chinese education and the reform of education. Cheng Hao and Cheng Yi in the Song Dynasty summarized the basic principles of teaching ideology, emphasizing the individualized teaching according to the different characteristics of students, Huang Fuxi and other scholars put forward the more specific teaching methods and strategies.

In the fast-paced society, the subjectivity of the Chinese traditional philosophy is gradually covered. The teaching content of Confucius, from today's perspective, it is not difficult to find that mainly ideological and political related content. The theory of "benevolence" emphasized by Confucius contains rich resources of ideological and political education. In terms of educational goals, he advocated the cultivation of "gentleman Confucianism", that is, talents with noble moral character and broad knowledge, which is in common with the goal of ideological and political education — cultivating socialist citizens with ideals, morality, culture and discipline —. In terms of educational content, Confucius attached great importance to moral education and political education, advocated "governing with virtue", and believed that the primary task of education is to cultivate people's moral quality and political accomplishment. In terms of educational methods, Confucius paid attention to teaching students in accordance with their aptitude, heuristic teaching and leading by example, which provided beneficial enlightenment for ideological and political education.

3 The Basic Connotation and Characteristics of Confucius Thought of Teaching Students in Accordance with Their Aptitude

3.1 Educational Concept of Individual Differences

Confucius attached great importance to individual differences. He believed that every student has his own unique talent and potential. He stressed that education should be individualized teaching according to students personality, interests, ability and other factors. In the dialogue with his disciples, Confucius often gave different answers and suggestions according to the characteristics and questions of different disciples, which reflects the great importance he attaches to individual differences. This educational concept is similar to the personalized teaching and differentiated teaching in modern education.

3.2 Inspire and Guide the Teaching Methods

The teaching method advocated by Confucius is not a simple indoctrination and preaching, but focuses on inspiration and guidance, which coincides with the learning methodology of constructivism. He is good at guiding students to think actively through asking questions, discussions and metaphors, and stimulating their thirst for knowledge and exploration spirit. Confucius believed that the role of teachers is not only to impart knowledge, but more importantly, to guide students to learn to learn to think, and to cultivate their independent spirit and innovative ability. The enlightenment of inspired and guided teaching methods to modern education lies in that education is not only about imparting knowledge, but also to cultivating students thinking ability and innovative spirit.

3.3 Pay Attention to Students Emotional Education

Confucius believed that the primary task of education is to cultivate peoples moral character. "Morality for governance" is his main proposition, that is, to govern the country with morality. Confucius believed that only people with noble moral character can be competent for the important task of governing the country. Therefore, he pays attention to the cultivation of students moral qualities in his educational practice, and emphasizes the education of Confucian core values such as "benevolence, righteousness, propriety, wisdom and faith".

Confucius paid great attention to the emotional education of his students. He believes that the purpose of education is not only to cultivate students intelligence and ability, but more importantly, to cultivate students moral character and emotion. He pays attention to the emotional communication with students, cares about their inner world, and educates and guides them with a sincere attitude and love. Confucius stressed that "benevolence" is the core of education, requiring students to not only master knowledge, but also learn to be a man and care for others. This concept of paying attention to students emotional education has an important enlightenment significance for modern education, which reminds us that we should pay attention to the

all-round development of students and pay attention to students mental health and emotional needs in education.

4 Confucius Paid Attention to the Reason of Teaching Students in Accordance with Their Aptitude

4.1 An Extension of the Thought of Benevolence

Confucius's thought of benevolence is an important part of his philosophical system. He believes that people should have love, love for others and respect the rights and dignity of others. In the field of education, Confucius extended this kind of benevolence into care and respect for students. He focuses on understanding the inner world and needs of each student, and cares about their growth and development, so as to provide them with personalized educational programs.

From the moral level, "Dali" reflects the individuals profound cultivation in virtue. Confucius was deeply aware that each person's character, talents and aspirations are different. He believes that education should fully respect the uniqueness of each person and conduct targeted teaching according to each person's actual situation and needs. This cognition of individual differences makes Confucius pay great attention to observing and understanding each student in his educational practice, so as to develop personalized educational programs for them.

4.2 The Embodiment of the Golden Mean

The doctrine of the mean is an important principle in Chinese philosophy, which advocates seeking balance and harmony in the development process of things. Confucius believed that the ultimate goal of education was to cultivate talents with both political integrity and ability and make contributions to the country and society. To achieve this goal, education must be tailored to the characteristics and needs of each student in order to better help them grow and develop. By teaching students in accordance with their aptitude, Confucius tried to ensure that every student can get the best development in his own environment, so as to better achieve the purpose of education.

Confucius applied this principle to the field of education, believing that education should be moderately adjusted according to the actual situation and needs of students to avoid excessive or inadequate education. By teaching students in accordance with their aptitude, Confucius tried to achieve a balance between students' personality and social needs in education.

4.3 The Pursuit of the Unity of Knowledge and Action

Confucianism emphasizes the importance of "general" beyond "small body" and advocates the moral spirit of "sacrificing life for righteousness". In Chinese philosophy, the unity of knowledge and action is an important concept, which emphasizes the

unity of theory and practice. Confucius believed that the ultimate goal of education is to cultivate students practical ability and moral character, so that they can use what they have learned in practice. Therefore, he pays attention to the targeted teaching according to the actual situation and needs of students, so as to better help students to transform their knowledge into practical ability.

"Not angry not qi, not delicate not hair", therefore, Confucius advocated heuristic teaching, pay attention to guide and stimulate the enthusiasm and initiative of students. He believes that education can only really play a role when students really need it. Therefore, he emphasized that flexible and diverse teaching methods should be adopted according to students actual situation and interest points to stimulate students interest in learning and thirst for knowledge. This has promoted Confucius educational thought more in line with the needs of students in learning, and is conducive to improving the effectiveness of education.

5 The Contemporary Value of Ideological and Political Education

5.1 Improve the Effectiveness of Education

Teaching students in accordance with their aptitude includes two steps: "identification" and "teaching", that is, first identify the different characteristics and needs of students, and then apply differentiated education and teaching accordingly.^[3]As an important part of ideological and political education, the law discipline focuses on the standardization of the governance of the government; the political law discipline explores the balance between the public power and the private right.

The student-oriented teaching plan for the research of Marxist theory in colleges and universities is an innovative measure to mobilize and organize students to study, research and disseminate Marxism.^[4]At present, the international situation is complex and changeable, and it is more frequently, with the rapid development of Chinas economy and society, peoples ideas, value orientation and interest demands have also undergone profound changes. In the face of the complex social environment and the diverse needs of students, how to improve the effectiveness of ideological and political education has become an urgent problem. Teaching students in accordance with their aptitude can be targeted teaching according to students actual situation and needs, so as to improve the effectiveness of education.

5.2 Focus on the Individual Needs of Students

In Confucius thought, "material" refers to "material", that is, each student has different qualifications, character, ability and psychological characteristic. The idea of teaching students according to their aptitude requires educators to pay attention to the individual differences and actual needs of students. Each students ideas, value orientation, behavior habits are different, therefore, educators need to have a deep understanding of the characteristics of each student, to develop personalized education

programs. In the ideological and political education, this thought promotes the enrichment and expansion of the educational content, introduces the social hot spots, current affairs and politics into the classroom, and makes the educational content closer to the students actual life.

5.3 To Promote the Innovative Development of Ideological and Political Education

The intelligent era has put forward the social demand for cultivating a large number of diverse innovative talents to education and teaching, driving the transformation of teaching paradigms.^[5] This thought emphasizes the flexibility and pertinacity of education, reminding us that we should not adopt the unchanging mode in the ideological and political education, but should flexibly adjust the educational content and method of education according to the characteristics of the educational object, the historical background and the changes of the social environment. Teaching students in accordance with their aptitude encourages educators to deeply understand the ideological status, cognitive level and psychological needs of the educated, so as to design more practical and easy to accept education programs. This not only enhances the attraction and appeal of ideological and political education, but also promotes the modernization of educational content and the modernization of educational methods, so that ideological and political education itself is more scientific and effective, and better serves the promotion and dissemination of mainstream social values. Empowering the structural elements and interactive logic of ideological and political education space with digital technology to achieve the optimized integration and intelligent operation of the space is an inherent part of the digital transformation of ideological and political education.^[6]

6 Reflection and Malpractice

6.1 Student Labeling Problem

Teaching students in accordance with their aptitude requires teachers to have high professional quality and educational ability, can accurately identify the individual differences and needs of students, and formulate corresponding teaching plans. However, not all teachers have this ability, which may lead to the poor effectiveness of individualized teaching. In practice, teaching students in accordance with their aptitude may sometimes lead to students being labeled, that is, classifying them according to some characteristics and taking corresponding educational measures. Labeling may have a negative impact on students' self-perception and development. Schools can integrate the cultivation of students' self-development ability into daily education and teaching, and enhance students' self-development ability in the existing curriculum.^[7]

6.2 Educational Evaluation Problems

Under the background of the rapid development of global knowledge economy and artificial intelligence technology, how to adjust the large-scale educational examination represented by the high school entrance examination and select talents who meet the future needs has become a common concern in the field of educational examination and evaluation worldwide.^[8] Teaching students in accordance with their aptitude emphasizes individualized education, but the current educational evaluation system often focuses on standardized examinations, which may largely lead to the contradiction between individualized education and standardized evaluation. Constructivism emphasizes the important role of social interaction in knowledge construction, while individualized teaching may focus too much on individual differences and ignore the opportunities for students to learn and develop in social interaction. How to establish an evaluation system adapted to personalized education is a problem that needs to be solved.

6.3 Fairness of Education

At present, artificial intelligence technology promotes the intelligent, accurate and global dissemination of ideological and political education in colleges and universities.^[9] While pursuing personalized education, we should also pay attention to the fairness of education. How to ensure that every student can get equal educational opportunities and resources, and avoid teaching students in accordance with their aptitude from becoming the patent of the privileged class, we urgently need to think about. Teaching teaching emphasizes teaching according to individual differences of students, but this may lead to unequal distribution of educational resources.

7 Conclusion

In order to realize large-scale teaching in accordance with their aptitude in the era of digital intelligence, the active introduction and use of various information technologies is an inevitable challenge for the development of The Times.^[10] The ideological and political mission is to build the Chinese peoples identification with socialism with Chinese characteristics and strengthen their confidence in the path, theory, system and culture. Ideological and political educators need to have sufficient theoretical reserves, identification with socialism with Chinese characteristics, and absolute loyalty to the Communist Party of China. We should learn from the strengths of the idea of teaching students in accordance with their aptitude, and combine the characteristics of The Times to make innovative development to serve the modernization construction.

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