

Problems Existing in the Current Educational Theory Research in China

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Abstract: At present, China's educational theory has made great progress, but there are also existing many problems. The main performance in the theory of education is weak and random, the inaccurate connotation of education, the deviation of understanding, lack of creativity and other issues. Understanding the problem is the prerequisite to solve the problem, if we do not solve these barriers hindering China's education theory research, China's education theory will be difficult to go up a higher level.

The purpose of educational theory is to guide the practice better. At present, China's education theory reform is a very hot topic, some have been recognized by us, while some just become a dead letter. On the one hand, it is the government's reform of educational theory, on the one hand, it is the teachers with old concept in front of the new curriculum reform, the most important thing is that students struggling in the current education and feel sad. Our teaching reform often follow the rules that "when they will receive inspection, full of morality; when it has been finished, they will restore the original status", what is the deep reason of two skin phenomenon? Government worries, scholars worry, parents are more worried. What we most don't want to see is that the students eventually become slaves learning under in such a system, to be learning machine, becoming unacceptable, and becoming unruly. So, in some contemporary dominant educational theory it is so weak and pale. In the face of this situation, we should think deeply, should be brave to face, to accept it, understand it, and recognize it, and finally solve it. The failure of the reform does not mean that we do nothing, there will be more ups and downs on the way forward, and ultimately what we will see is that the education theory is better guiding practice, the quality of education must leap higher.

The Weakness and Randomness of Theoretical basis of Educational Research

We say that the formation of theory needs to have a solid foundation, as its foundation. Building a new theory needs to stand on the giant's mind, learn from his ideas, methods, paradigms and so on. And only this, the theoretical system based on it is solid, there is a foundation, pedagogy as well.

The Weakness of the Theoretical basis. The construction of educational theory was originally based on Herbart's "General Pedagogy". The philosophy and psychological thinking roots of Herbart's "General Pedagogy" are deep, have become a theoretical classics. So at that time, pedagogy was based on its philosophy and psychology as the basis of research. Through careful analysis, in fact, philosophy itself is all scientific research "mother machine", it is the source of educational theory, which provides guidance to education theory, educational research in the method and paradigm. Psychology as a study of human psychological phenomena and laws of science, the same to provide a scientific basis for educational research, teachers can study from the "people" point of view, so that the educational theory becomes more quantitative, more common.

However, educational research can not only be based on the basis of philosophy and psychology, this result is very dangerous, our way of thinking can not be bound by these two theories. Because from a philosophical point of view, it is more abstract, more emphasizing on logical thinking, so its theory is often obscure, scholars need to have a very strong thinking ability to in-depth understand the content. While psychological research is also based on qualitative research, many theories can not be quantified, using it to guide education will seem too weak, absurd. Second, education itself is a very complex person's activities, it needs a variety of theories to support, only applying a single philosophy and psychology as support will be stretched. It is not difficult to see that the development of educational theory must be based on a pluralistic theory and they must be learned,

broad and profound.

In addition, we can see that pedagogy is actually related to physiology. The growth of young people has now become the focus of the public. While the traditional pedagogy is rarely involved in this regard, ignoring the physiological factors of the impact of students. It can be seen that the physical education is concealed in all kinds of classrooms, so the new perspective of future educational research should be concerned about the growth of children and adolescents through the physiological research of children from a variety of angles, and ultimately improve the teaching effect, to improve the effectiveness of education.

The Randomness of Theoretical basis. In fact, we can see that in the era of utilitarianism, these so-called scholar's pursuit of educational theory from the initial down-to-earth becomes impractical. They are all seeing luster for their own theory, are brightening in their own business. In this kind of utilitarian heart, it appears that they can't understand the reality, random to graft the theory, they think they can create a new theory. This consequence directly lead to the random theoretical basis. Not only the theory itself can not withstand scrutiny, and often before they are put into practice they have been aborted. While some theory put into practice is often due to the formation of rigid and difficult to implement, finally become into a dead letter. Therefore, the randomness of this educational theory is not necessary, it is no benefit to the development of the theory, even more detrimental to the practice.

The Uncertainty of the Connotation of Education and the Instability of the Academic Structure

First of all, the connotation of education is not clear. Take the definition of "pedagogy" as example. There is no clear definition to describe it. It is often seen that scholars use "narrow" and "broad" to describe it. But what is pedagogical on earth. Some people think that is "teaching and educating people", some people think that "beneficial to human development behavior", for a science, there is no definite definition, in any case it is ethereal and unrealistic. Because the foundation is unstable, then the establishment on them will be wavering, will be quite a mixed bag. As for the so-called academic exchanges, they will inevitably become a form, or a water duckweed. The most immediate victim of this phenomenon is, of course, educators, without scientific theoretical guidance, and how to talk about are all kinds of research? They will be confused and puzzled.

At the same time, the academic structure is not stable enough, reflected in the changes of discipline concept. For example, "broad education" is defined to explore the educational phenomenon and human problems, the corresponding disciplinary structure is relatively broad, more ambiguous, which exposed the shortcoming of loosening of this discipline. While the definition of "narrow education" is to explore the school education, the research object is more concentrated, although have avoided the general drawbacks of education, but there will be rigid research aspects, and ultimately will be a closed realm. So, we can draw the conclusion that the concept of broad and narrow education is bipolar movement of "loose and rigid", excluding the advantages of their definition, from the point of view, we can see that the formation of two concepts will lead to mutual containment and mutual restraint. In the end, we all have the question: "how can we know the education itself?"

The Deviation of Education Research on the Epistemology and Thinking Mode

Epistemological Aspects. From the perspective of epistemology to analyze Chinese education, it has always existed under the influence of essentialism and epistemology. This angle divides the nature of things into several levels, separating the nature of things into "essence" or "subsidiary", and things are in a state of unequal status from the beginning of production. This gives the scope for "knowledge", its task is ultimately "through the phenomenon to see the essence." The scholars who adhere to the essentialism and epistemological view believe that education must explore its essence, the main task of educational theory is to pursue the nature of education. The final result of doing like that is: China's educational theory research become the curing, rigid. The study of this scholar

is essentially setting up a nihilistic prerequisite for Chinese educational theory, and it seems to be a tall hypothesis, but essentially it ignores the subject of educational research, which is entirely contrary to the openness and democracy of educational research, let alone pay attention to the practicality of education. Therefore, the study of educational essentialism and epistemology is narrow, closed and self-ending. The study of Chinese educational theory should form the point of view to make a continuous progress, continuous construction and comprehensiveness, rather than being fragmented or used as the ultimate and most effective method. This requires us to combine theory and practice, go out of the past metaphysical theoretical reasoning, go out of this "word game" model, concerned about the practice of education, true knowledge come from practice, this is what the educational research want.

The Way of Thinking Aspects. From the point of view of thinking, China's educational research has been relatively late due to the impact of other disciplines. We can use a word to summarize China's educational research: simple thinking. This kind of "simple" is reflected that the starting point of analyzing the problem is simple, whether ordinary scholars or educators are often confined to the complex educational problems summed up the simple facts, and then combined with the default theory and practice to meet the requirements. This way of thinking has actually led to the separation of theory of education and reality, it can not control the impact of education factors, it will lose individual factors, which is a theoretical link theory of thinking mode, away from practice, weakening the role of practice. It now appears that education is a pluralistic whole, it can not neither only have theory nor can only practice, it is the integration of series of various factors and information, it is uncertain. All aspects of education and each link have their own characteristics and attributes, they are connected with each other, they are connected with the whole education and even the community, this link is not what we see on the surface, it is a complex nonlinear relationship. And the irreversibility and randomness of education must also make us realize that simple linear thinking leads theory to "essence" and that "thinking" mode can not fully explain the complex system of education. Therefore, in the new situation, the way to solve the problem of education should be "non-linear" or "combining with practice," the way of thinking, which is the inevitable trend of analyzing and solving education problems.

Shortage of Educational Theory Research Originality

The original education theory refers to the educational theory proposed by our educational educators and recognized and popularized in a certain range. The original education theory is a sign of the maturity of educational research. In recent years, China's educational theory research in the field of vision and construction have made considerable progress. However, since the late Qing Dynasty, China's educational theory research rarely on the original education, "copinism" in China seems to have become a popular trend. The lack of original education is worrying.

It is possible to see that although there are countless journals, essays and works published every year, it is obvious that the views of these papers and works are mostly different from each other. This simple "transplant" and "grafting" phenomenon is widespread throughout the country. So we find the type of paper are more translations, theory or verification. Creative education theory is relatively small.

From the perspective of the research paradigm to demonstrate that China's educational research in the way of thinking is innovative. We learn only the concept of terminology from foreign or other disciplines. Our research is creative. But in the era of extremely wide range of information and easy communication, many scholars are even reluctant to think twice, blindly "copy", simply "replica". Academics pay too much attention to the number of conditions, as long as the low rate of investigation has passed, the paper will be ok. This kind of "change cup but don't change medicine" academic thinking can only lead to the demise of pedagogy research. Reference is possible, choose and critical reference is conducive to the development of education, but if only "change a plaque, re-opened again", this situation is really worrying!

Analyzing the reasons for the lack of original education theory, we can see "academic inertia" is one of the main reasons. The success of a concept in other countries is really envied, but whether

this theory is consistent with our national conditions, no matter of our theory introduction, it is worth mentioning whether you have thought of China's educational truth previously? Scholars seem to be accustomed to others' theory, this kind of "inertia" leads directly to the development of educational theory in our country.

The second reason is the rigidity of China's education system. At present, the teachers and students who can touch the research have a very profound experience: "research is stronger than tiger." It seems that in the country we can not find a better method to evaluate scholar level, only scientific research can be quantified. So scholars in the system sometimes in order to apply for a higher position, in order to increase the amount of scientific research, had to "introduce" bow. And the teachers in the front-line have practical experience, but do not have the basis of theoretical research, two skins of scientific research and practice is the impact on the development of China's education theory.

The third reason is related with today's technology development greatly, it can be said that the development of science and technology is the root cause of the lack of originality. The network bring people a variety of convenient, let us gently move your fingers be able to get a variety of messages, eliminating the long journey to study and the hard work for knowledge. Naturally in this convenient conditions, the scholars are more willing to "copy", more willing to "introduce".

Of course, there are many broad and profound educational theories in our country, thanks to the efforts of the educators. But in the long history of China's education history, it also appears to start a little late, has lagged far behind the other countries at the same time. So there is another reason that our education system is not sound, the theoretical level can not keep up with times. This is also a cause of our lack of originality.

The Lack of Discourse on the Representation of Educational Theory

The perfect educational theory needs to have a deep theoretical basis, a stable academic structure, a unique way of thinking, and a foundation of combining practice thinking. So on the way to improve our education system we have a long way to go. We must realize that "borrowing" the theory from other countries, "borrowing" the terms from other countries, this is just a simple way to copy, the most important thing is that our theoretical scholars to form China's unique educational theory on the basis of learning in these "simple", to construct China's national conditions to adapt to the educational methods. We must also realize that if blindly borrowed, blindly introduced, the final result is the right to speak occupied by other disciplines, education has eventually become a hodgepodge of various disciplines. So there is no need for the existence of education.

Summary

The current study of China's education theory does appear a lot of problems, but this is a new discipline in the process of growth. Only with the problem, we can grow faster. So, we have to face up to these problems, do not fear to see the doctor. To give the time for education discipline to grow, and wait for the flowers blooming season!

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