

From Instrumental Reason to Value Reason: Reflection on the Issue of Teacher's Educational Belief

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Abstract—Educational belief is the deep core element of the teacher's personality system and the fundamental educational power in the teacher's soul. Through interdisciplinary qualitative research, this article explores the reflective exploration on educational belief from the perspectives of philosophy, sociology, pedagogy and psychology. The research conclusions are as follows: the teacher's educational beliefs need both the guidance and development of value reason and the clarification and achievement of instrumental reason; the teacher's educational belief is divided into three levels: occupation, career and mission; contemporary teacher's educational belief is faced with crises and challenges; the formation of a good educational belief is not only the personality need of the teacher, but also the awakening and transformation of the collective unconsciousness of whole society; and the shaping of the teacher's educational belief system is inseparable from the joint construction of scientific reason and traditional humanity.

Keywords—*Instrumental reason; Value reason; Educational belief and scientific reason*

I. INTRODUCTION

Belief is a person's deep value, which lives in the core of a person's personality, and it is also a person's spiritual pillar, which drives people to seek the value and meaning of eternity endlessly. The teacher is the engineer of the human soul, its educational belief is to believe in the true, the good and the beautiful of the human being, believe that the people can be taught to be true, good and beautiful through education, believe that the student will become a "function improver" under all-round development and harmonious progress and become a person who can realize self-worth, contribute to society and promote social progress through education, believe that the quality of all citizens can be improved through education and the level of national civilization can be promoted, and believe that all human beings can become better through education. Therefore, this kind of educational belief can become the inner spiritual power that leads the teachers to feel at ease and enthusiastic and concentrated during education, lead the teachers to improve the humanistic feelings continuously and promote the teachers to seek eternal values and ideals through lifelong learning and career planning. This study attempts to break through the study bottleneck of single-discipline based on the current situation of the contemporary teacher's

educational belief, and carry out interdisciplinary reflection and exploration on teachers' educational beliefs from the instrumental reason and value reason of philosophy and sociology and in combination with the pedagogy and psychology.

II. REFLECTION: EDUCATIONAL BELIEF UNDER INSTRUMENTAL REASON AND VALUE REASON

"Educational belief refers to the subject's extreme conviction and respect for the value of educational activities in the process of individual and social development and its realization method and it is the fundamental criterion for educational behavior," [1] If thinking after putting the educational value under the interactive framework of instrumental reason and value reason, the educational beliefs can be examined from the perspective of sociology and philosophy, the structure of educational beliefs can be clarified and its roots can be established. The development of human history shows that the reason of human beings is in the seeking of two things and the realization of two human being's objectives, i.e. seeking truth and goodness, the instrumental reason with the truth seeking as the objective and the value reason with goodness truth as the objective jointly constitute the two dimensions of human being's reason, and both of them are embedded in the rational thinking and rational activities of human beings [2]. The educator Xingzhi TAO once said to teachers and students that "thousands of religions teach thousands of people to seek truth and learn to be real people", and "teaching thousands of people to seek truth" and "learning to be true people" separately correspond to the two dimensions, i.e. "seeking truth" and "seeking goodness". The so-called instrumental reason mainly focuses on "truth" and the value reason mainly focuses on "goodness", and both of them should be unified in rational understanding and practical activities, which should not be neglected. In order to achieve the effect of seeking truth and goodness, the teachers must make full use of instrumental reason and value reason. It means that the teachers should not only teach students how to achieve the truth or the "nature" of things through various specific and effective tools, means, ways and methods, but also pay attention to the humanistic world of human beings, because the world in the perspective of value reason is a humanistic world and a meaningful world, and the value and meaning of the process of

various rational activities require teachers to have a "deep feeling". This kind of feeling requires teachers not only to pay attention to "seeking truth" (i.e. the knowledge and truth of activities), but also to pay attention to the invisible and intangible value and meaning but always affecting people's spiritual world in one's life, therefore, the value and meaning of the education as well as the final destination and ultimate concern of the human beings must be sought, which will certainly become the focus of value reason and also the root of the compositions of teacher's educational belief.

Jaspers said in *What is Education*: "There must be belief in Education, otherwise it must not become education, but only a teaching technique." [3] It is an elaboration of the philosopher Jasper about the nature of education, which is widely quoted. Simultaneously, Jaspers also said that education means "a tree shakes another tree, a cloud chases another cloud and a soul awakens another soul." [3] But with the evolution of instrumental reason and the changes of the times as well as with the development of capital operation and market economy and the diversification of value diversification, the material and money have increasingly become the direct purpose pursued by people, the instrumental reason has become very expanding and extreme, especially in the current general context of seeking high efficiency and implementing high-tech control, means has become the purpose, the sentence reason has become the paradox of people, therefore, the rule of instrumental reason has directly led to the materialization and alienation of people, specifically to the teacher group, its educational belief will also be alienated and diversified. For example, is the shocking phenomenon of school bullying that frequently occurs due to the paranoia of instrumental reason or the lack of value reason after all? For example, the Ministry of Education has issued orders frequently that prohibits teachers not to "teach knowledge after class, but only in class" and not to hold the part-time post in tutoring centers, is it due to the economical use of education by instrumental reason or the lack of teacher morality or the lack of educational belief after all?

III. CHALLENGES: VALUE DIVERSIFICATION AND CRISIS OF TEACHER'S EDUCATIONAL BELIEF

In the current historical background, the tide of the market economy is unstoppable, and many concepts about traditional culture seem to have become out of place, the wave of information has swept the world, the world has become smaller and more super, and the fast speed, high efficiency and change has become the main theme, the materialization, technicalization and marketization have not only caused teachers to seek quick success and instant benefits in teaching, but also caused the misplaced values of teachers' education and the teachers' feelings and awe of education itself, which has made teacher's educational belief become loose, alienated and empty. The author believes that teacher's belief in education mostly emphasizes the instrumental reason but weakens the role of value reason, so that the value and meaning of education itself has evolved into tools and means of direct purpose, thereby showing the hegemonic status of instrumental reason.

The first level is the teacher's occupational belief. From the perspective of the employment market and industry talent demands, the teacher's teaching is presented as a kind of job, and as a kind of occupation, and in terms of the teacher's value of teaching, the means of earning a living will be firstly considered, and they must maintain their own life depending on his or her occupation (i.e. teacher), that is, they will obtain the corresponding compensation through labor, like the employees in the factory. And what do you think of this special group of students as a product to be processed or a spiritual life entity? Will students be educated with a subject-object dichotomy under the instrumental reason or walk together through intersubjectivity under value reason? Undoubtedly, the educational beliefs at the occupation level cannot reach the corresponding depth inevitably.

The second level is the teacher's career belief. The occupation is different from career, the educational beliefs at the career level will surpass the professional role definition of teachers, and the teachers will no longer regard education as a tool for raising a family and seeking survival, instead, the teachers will regard their teaching as their lifetime career, and will strive to witness their own education achievements, which takes into account the individual survival and the career of teaching and educating people. To regard education as a career, the education should be developed inevitably based on social reality, the changes of the times, the vision of its own education and the needs of students, parents, and the market.

The third level is the mission belief of the teacher. Who did issue such a mission: regarding education as your own "mission"? Obviously, it is not a person's command, but a natural "emotion", a primitive "impulse", a simple dedication, a value reason return of value rationality and a balance of instrumental reason. This kind of mission-level educational belief will often be showed as a transcendence spirit of humanity, a firm belief in education, a awe feeling of education, and a kind of "dedication" practice to education what one preaches. According to the principle of psychology, the teachers will have an "expectation effect" in the two-way interaction with students, that is to say, when teachers really regard education as being able to change students, shape life and change human beings, this kind of firm and unchanging beliefs will be revealed and disseminated in various ways and then transmitted to students via various signals, and students will also observe this expectation from the teacher's words and deeds, and this kind of "firmness, trust, inclusiveness and encouragement" will be transformed into the students' upward motivation in a silent form so that they will be developed and changed towards the direction as expected by teachers and then a benign mode of teacher-student interaction will be formed. This kind of interaction does not only lead the students to "seek truth", but also fully demonstrates the "mutual subjectivity" between the teachers and students, which is full of warm humanistic care, folds a rich humanistic world and enriches the spiritual home of the students.

IV. PATH: SCIENTIFIC REASON AND HUMANISTIC CARE

The educational belief is ideal, which comes from the social reality, but is higher than the social reality, and it is a promotion process from finite life to infinite life and also a gradual progression of love from imperfect to perfect state. The educational belief is transcendent, and the practice of the educational belief is a process of always "on the road". At present, the lack and omission of teacher's educational belief reflect the rapid development of the times and the rush adaptation of the people, and the existence and operation of education is historically inevitable and also independent and regular. The educational beliefs will travel through time and space and exist forever in all situations. To rejuvenate the country through science and education and to eliminate the hegemony of instrumental reason, the reflection of value reason must be carried out, and the means for the formation of teacher's educational belief will also be scientific reason and humanistic care inevitably.

Firstly, the current era is an era in which science pays with people's lives, and the instrumental reason of "seeking truth" is reflected as scientific reason. The scientific literacy of teachers should be strengthened, the scientific spirit should be cultivated, the true scientific thinking should be learnt and the scientific issue solving methods should be grasped. In terms of the teacher's educational belief, a reasonable psychological structure will also be established through the scientific paradigm. Based on the spirit of science, the educational beliefs have their inevitable psychological structure, as a process of its formation, it is inseparable from the three components such as cognition, emotion and will, and as a kind of stable existence, it will be reflected in all levels of teacher's personality. The formation of teacher's educational beliefs should be carried out as a systematic project of teacher education through the reform of school system, curriculum reform and adjustment of the incompatible links in the education and training system.

Secondly, the teacher's educational beliefs require the teacher to conduct lifelong learning with the spirit of "sacrifice", i.e. "if a man in the morning hear the right way, he may die in the evening without regret". [4] The information age has changed the world, people's lives and learning ways. There must be an admission passage to the formation of educational beliefs. The ancients said: "Read ten thousand books, travel ten thousand miles", and the adherence of belief will surely meet repeated trials and challenges, especially when being faced with external temptations and real difficulties. "A person having belief must have a free and rich mind, so that he or she can get an vivid life; A person having an educational belief is a pioneer and a knight who makes the impetuous society out of the predicament and to the source of the educational spirit, but the inner motivation provided by the educational beliefs to a person has created the sacredness of the occupation, formed the ideal light of the career and established the meaning of life." [5] Mencius said: Although thousands of people, I toward! [6]

Thirdly, teacher's educational beliefs are not omnipotent, but education without the support of teacher's educational belief must be dangerous. Therefore, the teacher's educational belief is not only the responsibility of the teacher group, but also the responsibility of the citizens of the whole society. For

example, what is education is "in the hearts of the people and parents?" What do parents and the public "think about" education. According to the psychologist Bandura's perspective of social learning, this collective concept from the family and social environment will affect everyone's attitude towards education. Therefore, it is especially necessary to create an environment that is conducive to the formation of teachers to form a correct educational belief from the national and local government levels. The guidance of national policies, the attention of the whole society and the creation of respect for teachers and ethics are inseparable from the efforts of every social citizen. The development of educational beliefs must not only be started from the parents, but also from the children, and through the collective unconsciousness of the community, a sense of respect for education can be created.

V. SUMMARY

The process from instrumental reason to instrumental reason is the reflection, criticism and questioning of the status quo of teacher's educational belief, but the constructive nature of value reason will certainly promote teachers to regain their educational ideals and reshape their educational beliefs Value reason is not a taboo, does not avoid the realistic utility and does not pursue utilitarianism as its highest purpose, it is both utilitarian but transcends utilitarianism, and it is also a kind of purposeful reason. Under the historical background of value pluralism, there are three levels in the teacher's educational belief, i.e. occupation, career and mission, all of which are interconnected and unified. The crisis and challenge faced by teacher's educational belief is not a purely pedagogical or psychological problem, which needs to be explored from the roots of philosophy and sociology, and the parallel of scientific reason and humanistic care is the ultimate choice to reshape the teacher's educational beliefs.

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