



Research on Liru Lin's Normal Education Thought and Practice

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Abstract. Liru Lin is known as “the most persistent educator”, firmly believe that education can change the society, in the normal education thought pay attention to the connection of education practice, the concept of political education academic three. Teacher training, put forward two kinds of learning skills and professional training. In terms of teaching methods, teachers are required to make three layers of teaching skills and emphasize the treatment of teachers, which has important reference significance for the development of current normal education.

Keywords: Liru Lin; Normal Education; Practical Research.

1 Introduction

The thoughts of thinkers cannot be separated from the established historical context. In modern China, the national strength is weak, the national crisis is unprecedented, and various social thoughts of exploring and saving the nation are constantly emerging. Based on their deep concern about the fate of the country and the nation and their strong responsibility, the intellectuals put forward “saving the country through education”. In 1911, Liru Lin went to Japan to study, and began to seek the long journey of saving the country through education. Home in 1918, Liru Lin immediately in the domestic of the reform of normal education practice, to educator's keen eye, looked at the Nanyang public normal school founded 37 years after the development of Chinese normal education, to put forward: “37 years normal education progress, but with little effect, the number of school training middle school and primary school teachers are far away, quality is not to mention, in short, less success, failure.” It can be seen that Liru Lin's review and reflection of the practice of normal education from the late Qing Dynasty to the Republic of China not only deepened his cognition of social politics, environmental factors and educational relationship, but also promoted the reform and development of normal education on how to change the system and teaching methods of normal education.

2 Update the Concept of Normal Education

Starting from the objective law of normal education, Lin said: "The task of the new Normal University should be to learn politics well, study education and master academic studies, and integrate politics, education and academic studies. This consistent 'one' is to serve the people."^[1] First of all, normal education serves politics. It should guide the education work with correct political theories, train reliable educators for the country, provide teachers needed by the people, and ultimately serve the people. Secondly, Liru Lin proposed that the task of the new Normal university is to improve the science of education and make it a real social science. Moreover, excellent middle school teachers must have profound scientific knowledge, correct and firm political stand, and skilled and flexible educational technology. The realization of this training goal is mainly reflected in the concept of "three in one".

In addition, Liru Lin summarized the characteristics of normal education on this basis, "normal education is a large scale and very important professional education, of course, it has its characteristics^[2]." Liru Lin believes that these three aspects are closely combined and inseparable, forming the "normal nature" of normal education. "If the nature of high teachers is expressed by the arithmetic formula, it is: normal university = university + normal university."^[3] Liru Lin thinks: "The characteristics of senior teachers should not only be reflected in education courses, but also in the curriculum and teaching content of each department. It is natural that the length of senior teachers is one year more than the general university, so as to ensure that the graduates are not lower than the university graduation level."^[4] Therefore, higher normal schools should not only cultivate the academic research ability of normal university students, but also pay attention to the professional training of education.

3 Strengthen Teacher Training and Training

3.1 Cultivation of Teachers' Professional Ability

Pay attention to the combination of art learning and professional training. In view of the situation of "insufficient quantity and low quality" at that time, Liru Lin put forward the view that "higher normal education should cultivate teachers in secondary schools". In Chinese normal education, there has long been a phenomenon that learning skills and professional training are difficult to reconcile. Liru Lin pointed out: "Before 1919, the most attention to art training, education subjects as optional, to 1922 after the new school system, a lot of education subjects added; to 1932, and focus on learning, for this problem, whether the authorities or the education circle seems to have no reasonable views."^[5] Therefore, learning skills and professional training are interrelated and complement each other.

Attach importance to the combination of educational theory and practice. Liru Lin believes that Chinese normal schools generally despise practice, and education practice is the most critical for normal university students. The education professional training of normal schools can not only open a few educational courses, education

visit, practice, trial teaching, and the selection of teaching materials and the application of teaching methods should also be included. Lin emphasized that the educational practice of normal students can play the characteristics of normal education, the affiliated school teachers and normal students, which is a kind of political training; in the process of preparing teaching plans, etc.

Attach importance to the cultivation of academic research ability of normal university students. Liru Lin believes that normal education should not only cultivate workers who are keen on education, but also pay attention to the study of normal education. We should not only find out the educational problems and explore the laws of education from the social practice, but also take the essence and discard the dross from the popular educational theories, educational systems and educational methods in the current world. Liru Lin pays attention to the close connection between various majors and disciplines, and advocates the integration of both arts and sciences. At the same time, it is proposed that “academic research and good teaching work are not good, but mutual. Know the deep, to take the essence and use the wonderful, normal nature is not ignorant.”^[6] Therefore, scientific research and teaching complement each other, and they jointly promote the professional development of teachers.

3.2 Cultivation of Teachers' Quality

Cultivate normal university students with the quality of defense and promising. Liru Lin pointed out that the moral training of Chinese normal university students is a mixture of the monastery atmosphere and the dignity of the traditional teachers, forming the serious school spirit of the normal school. Under the influence of this school spirit, the normal university students are calm and honest. However, such a character of strain and resistance to temptation has not adapted to the trend of social development, cannot become the ideal character of modern teachers. Lin appreciates the students who are not easy to be manipulated by others. They are ambitious, have ideals, are positive and motivated, and are not easily manipulated. Liru Lin believes that teachers' work is to enter the WTO, cannot be closed and isolated, to have a full sense of social responsibility. “You Shou” is the lifelong ideal and faith of striving for education, and “You Wei” means that teachers should love their jobs and make a difference.

Cultivate the ethics of loving students and respecting personality. Liru Lin criticized the selfish education for completely losing its “educational love”, and severely criticized such authoritative, popular and self-interested education. He believed: “Education should regard students as an end, rather than regard them as a means, because personality has absolute dignity.”^[7] The ideal character of teachers is love-centered and respects students' personality. Love and understanding are mutual cause and effect, love children is the premise of understanding children, education love is the premise of education work. Liru Lin believes that the personal interests of teachers should be subordinate to the interests of children. “In the new era, to advocate respect for teachers, we can only move forward towards socialism and communism. The task of the people's teachers is to train children and teenagers to become strong revolutionary descendants.”^[8] In addition, children are deeply influenced by their social envi-

ronment, so it is necessary to educate children's social class relations and cultural environment and other factors. Teachers should lead children to deal with the environment with a planned attitude^[9].

4 Innovate Teacher Teaching Methods

Liru Lin is good at summing up experience and then refining experience into theories to better guide educational practice. During the internship of guiding normal university students, he proposed three layers of teaching skills: the first layer is to be able to do first; the second layer is to know its why, have a systematic understanding of the content to teach students and form their own logical system; the third layer is to try to make others can do, lead the students to practice and understand. "Three layers of kung fu" is the same line, indispensable. Liru Lin believes that the biggest role of pedagogy lies in correcting their understanding, viewpoint and position on education. The educational methodology should be based on the knowledge of psychology, and the highest guiding principle is the philosophical epistemology. Liru Lin summarizes our country in imitating foreign teaching form through detours, at first learning Johann Friedrich Herbart Five Paragraphs of Teaching not its essence, then under the influence of education trend in the United States, learning the teaching methods and difficult to implement, then study the Soviet Union attaches great importance to the classroom teaching, stick to fixed teaching link, dare not flexible. Thus, it can be seen that it is absolutely impossible to keep the form of the teaching method and ignore the educational principle of the teaching materials.

In terms of teaching methods, Liru Lin advocated that the first thing is to recognize the teaching purpose, and the teaching purpose is not fixed, but needs to be adjusted according to the nature of the subject and the nature of the teaching materials. Secondly, Lin advocated that teachers should take students as the main body in the teaching process and pay attention to guiding and enlightening students to learn independently. Moreover, Liru Lin brings forth the new and gives the new connotation of "teaching and learning". On the one hand, teachers are encouraged to pay equal attention to "teaching" and "learning", teachers need to teach and learn, to promote learning, teaching and learning. On the other hand, teachers should pay attention to students' feedback, improve "teaching" through "learning", and complete the teaching work under the cooperation between teachers and students^[10]. Therefore, teachers should guide students to emancipate their minds, think and study, and encourage questioning and academic debate. In teaching, both teachers and students are in an active state, so as to realize "teaching and learning".

5 Attach Importance to Teachers, Pay Guarantee

In the 1920s, education funds were often owed, squeezed and misappropriated by warlords, so that teachers' salaries were not guaranteed. Liru Lin systematically discussed the treatment of teachers, which caused the attention from all walks of life. In his opinion, on the one hand, it is too easy to be a teacher. Some bureaucrats and gen-

tlemen regard schools as a retreat, or ambitious politicians arrange influence in the academic circle, or unconsciously mix the school into a competition for jobs, which violates the purpose of education. On the other hand, when teachers are too poor, compared with other industries, education is the least place of fame and wealth. Moral and talented people are unwilling to engage in the teaching profession, and it is very risky to let people without virtue and talent take the responsibility of education.

Lin Liru believes that teachers are important public officials of the country, and for all teachers, there should be legal provisions to change the embarrassing situation of “no one wants to learn normal education”. To solve the problem of teachers' treatment, we should not only raise their salaries to provide teachers' living security, but also improve their social status. Liru Lin believes that the system of public-funded normal university students should be implemented. Since the teachers have received preferential treatment by the state, they should fulfill their corresponding responsibilities and obligations. In addition to obeying the dispatch, teachers should also respect their duties. Teachers should not only shoulder the mission of teaching, but also shoulder the important positions of the school; to restrict business and resolutely not engage in profit-oriented business. Third, disciplinary punishment. A teacher should be punished if he duties and denies character. Therefore, “normal education is the product of modern life, education has become a social public service, teaching has become a public service to the society, only with normal education.”^[11]

6 Conclusion

Mr. Liru Lin attaches great importance to the significance of normal education for the development of the country. “Normal education is a decisive link in the construction of education. Whether the success of general education depends on the success of normal education. The success or failure of a normal school determines the success or failure of general education, and general education is the foundation of higher and secondary professional education”. Normal education is the top priority of the whole education^[12]. In order to promote the cause of education in our country and explore the road of saving the country and the people, he went through all the ups and downs, indomitable, and devoted himself to cultivate a large number of outstanding talents. Beijing Normal University praised Liru Lin “is the helper of the revolutionary pioneer, the cause of education, as an example for later generations, for the glory of intellectuals.” In addition, he has unique views on the treatment of teachers, how to be a middle school principal, and children's childcare issues, so Liru Lin's normal education thought and practice have important theoretical and practical value.

Acknowledgment

Guangdong Province Philosophy and Social Science Planning Project (GD20CJY14) and Guangdong Province Higher Education Teaching Reform Project “Exploration and Practice of Personalized Learning Model for Normal Students under the Background of New Normal Education” (967).

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