Research on the Pedagogical Principle Based on Market Demand

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ABSTRACT

Having probed into the reform for pedagogic principle to adapt to the market demand, the work fully elaborated the connection between pedagogic principle and market demand after analyzing the current requirements and realistic predicament that pedagogic principle is facing now. On this basis, the work ultimately presented some new thinking about the application of pedagogic principle oriented to market demand. It is proved that the sustainable development of pedagogic principle can only be achieved by combining together the pedagogic principle with market demand for education. The innovation point of this work lies in the utilization of dialectical thinking, where the relational context between market demand and pedagogic principle is clearly revealed.

Keywords: Market demand; Pedagogic principle; Pedagogical reform

INTRODUCTION

Pedagogic principle, as a crucial grade-2 subject in pedagogy, is also a basic course among different professional learning processes in the respect of pedagogy. The subject of pedagogic principle provides some fundamental theoretical knowledge for educational practical activities, and simultaneously furnishes guidance with theoretical knowledge of pedagogic principle. However, in spite that the current teaching of pedagogic principle has offered vitally important support to theoretical exploration and cognitive science, there are still quite a few teachers failing to combine together the teaching idea with the contents of courses during the daily teaching processes [1]. As a result, the teaching effect and goal can by no means be realized in the routine teaching of pedagogic principle. Consequently, when doing pedagogic reform in the field of pedagogic principle, more emphases should be laid to grasp the tendency of market development so as to facilitate the advancement of pedagogic principle teaching.

DEVELOPMENT REQUIREMENTS FOR PEDAGOGIC PRINCIPLE AND THE CURRENT SITUATION ANALYSIS

Since pedagogic principle itself covers various aspects of knowledge, the teaching of this subject has developed a lot for over 30 years in the higher education curriculum system. The whole progress displays an active status, especially the systematic construction of pedagogic principle, for which a great many pedagogic researchers have made arduous efforts. However, in the daily teaching of pedagogic principle, numerous college students show no more interest. Although a large amount of college students have recognized the crucially fundamental role of pedagogic principle, teachers are often unable to appeal students’ interest of learning in the process of teaching on account of two aspects of reasons [2]. On one hand, a partial disconnection has already appeared between pedagogic principle theories and teaching in

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comparison to the continuous development of market economy, particularly with more contents of heady concepts and fewer of practices. On the other hand, there also emerge some examples of non-standard phenomena among a part of responsible teachers of pedagogic principle.

In recent years, a number of fresh ideas and achievements centering on the disciplinary knowledge of pedagogic principle have been proposed by many relative researchers and responsible teachers. Thus, some new teaching materials for pedagogic principle are also produced and published. But very few of them can truly become the boutique textbooks. The contents of most teaching materials are too obsolete and frothy to closely integrate with the contemporary tendency of educational development [3]. Thereinto, some books even incorporate past views into teaching textbooks. In other words, textbooks nowadays relatively stress on the integrity and systematicness of disciplinary knowledge while ignores the improvement from the perspective of practicability and readability. As a result, the teaching materials gradually lose their original vivid characteristics in the practices and are also incapable of arousing the learning interest of students. It is self-evident that the role of such textbooks in the classroom teaching is being weakened.

Most responsible teachers for pedagogic principle at present tend to directly engage into teaching from college learning period without necessary experiences of elementary teaching. Hence, it is more likely that these parts of teachers are unable to apply the theories in the textbooks to the realistic practices, nor to specify the abstract concepts when explaining pedagogic principle. Only with simple analyses on the disciplinary knowledge and boring theories without practical examples, it gets more difficult for students to digest the theoretical knowledge learned. Finally, the knowledge gained from classroom is relatively less. In addition, due to the fact that many teachers of pedagogic principle also work as professors with a certain amount of research tasks, their educational research mainly focuses on the higher education, but is void of real directive value to the period of elementary education.

Currently, a large quantity of information is contained in the textbooks of pedagogic principle, but mostly lengthy and jumbled. Additionally, as teachers fail to update their teaching concepts, the way of unilateral communication is extensively adopted into classroom teaching, where theoretical knowledge is all infused to students. Growing up under such a teaching mode, students will gradually lose the ability of thinking and unconsciously accept all the ideas both from textbooks and teachers. For example, in some classroom teaching, students are encouraged to demonstrate on the theoretical knowledge of pedagogic principle while teachers are supposed to make comments in the end. Even though students are directed to learn the knowledge of a specific chapter under such a teaching mode, few innovative understandings of pedagogic principle can be inspired. Moreover, due to the time limit, not all students are able to get involved in the teaching process, which results in a failure of bilateral interaction.

As the current evaluation system of pedagogic principle has not taken shape yet, the subject of pedagogic principle, a crucial specialized course, takes the test of theoretical knowledge as the major method of final examination. However, it is still lack of scientificity to make comments on students’ learning effects merely by means of traditional close-book or open-book examination methods. Students cannot fully express their creative ideas and the application of this basic theoretical knowledge is short of practical support as well. Eventually, all the objectively existing teaching problems are not deeply settled down.
NECESSITY OF COMBINING PEDAGOGIC PRINCIPLE WITH MARKET DEMAND

Students cultivated by colleges and universities are no longer the pure research-typed talents fostered through higher education in the middle of last century. In the past years, especially after the opening up and reform, domestic higher education basically trained men for research. As a result, most courses were aimed at the whole system of professional knowledge, as well as the framework of high-level theories. Nevertheless, such a training mode can only adapt to the cultivation of minority academic elites under the circumstances of planned economy, but can never truly fulfill the requirements for talents under the situation of market economy. Therefore, as a basic socializing course for normal education specialty, the subject of pedagogic principle should be more germane to the demand for market mechanism of talents exchange and satisfy the needs of various kinds of social organizations and units so as to authentically foster groups of brilliant educators for the society.

On the other hand, the principle of making study serve the practical purpose is the developing direction for every disciplinary theory. Only by truly applying the learned knowledge into practice, can its value be adequately elaborated. Pedagogic principle, a theoretical subject, has to undertake the tasks and missions of not merely teaching pure theoretical knowledge but also instructing students to transform the theories into educational platform for practical utility. Consequently, pedagogic principle teaching is required to fully evaluate the current education market, innovate some relatively dated pedagogic theories and advance the theoretical knowledge with the times. In this way, talents in adaptation to the market development can be fostered through guidance and application in the new era and period. Besides, analysis and connection of market demand also set up a significant foundation for the sustainable development of pedagogic principle.

THINKING OF MARKET DEMAND-BASED PEDAGOGIC PRINCIPLE INNOVATION

The character of pedagogic principle itself should be further determined. In the past, the contents of pedagogic principle textbooks actually mainly concentrated on unraveling the general principle and law of educational thinking and behavior, namely a way of thinking demonstration. However, in order to innovate from the perspective of market demands, it is necessary to start with the disciplinary knowledge and positioning of pedagogic principle. In other words, to explore the internal structure of college of education, it is required to focus on the two aspects of pedagogic principle, theoretical and practical knowledge. Especially in the respect of teaching materials, related typical examples, particularly those practical examples in the period of elementary education, should be appropriately selected while the bygone obsolete examples be rejected. In this case, the teaching contents and present practices can reach an agreement. Recent textbooks should serve the practical teaching, which is actually a demand orientation of education market. Hence, the textbooks cannot be a single narration or a refrigerated warehouse of theoretical knowledge, but instead, an approach of theoretical knowledge activation. Students’ cultivation should be the major focus so as to involve more students to master more instructional and meaningful scientific and cultural knowledge through pedagogic principle learning.

Teaching of pedagogic principle can hardly do without teachers’ creativity. In spite that colleges and universities highlighted independent learning and researching on disciplinary knowledge, it is demanded in the final analysis that teachers are needed to systematically teach students the theoretical knowledge in textbooks. Therefore, the teaching quality of teachers and their concepts of education will largely affect the effects of pedagogic principle teaching.
In the recent years of curriculum reform and practice, a lot of courses are gradually liberated to the novel open course teaching from the traditional conservative textbook course teaching. In conclusion, for the part of teachers in the subject of pedagogic principle, they are demanded to make innovations on their concepts of education at the request of contemporary education development and the need for reform. Specifically, in the course teaching of pedagogic principle, teachers should not simply continue to adopt the way of knowledge infusion in the routine teaching practice, but rather transform to strengthen students’ operation ability by virtue of the platform of inquiry teaching. During this process, teachers are suggested to collect and analyze the new knowledge and realistic examples appeared in the period of elementary education, as well as analyze the systematic knowledge and theories in the stages of elementary education and higher education. In such a way, the pedagogic principle can be emancipated from the pure bookish knowledge to permeate into students’ education behavior. Conducting course teaching centering on students, teachers can direct students to recognize the application difficulty and emphasis of pedagogic principle, which can only be surmounted by joint efforts with students.

Traditional teaching of scientific and cultural knowledge tends to adopt the knowledge-centered method that is able to effectively disseminate related theoretical knowledge but unable to transform its application or arouse interest among students. Thus, course teaching of theoretical knowledge and the evaluation method should both make adjustments in accordance with the specific development status of market. For instance, the pedagogic principle teaching today can make improvements from the following perspectives.

First and foremost, teachers are supposed to properly introduce more cases in the respect of teaching. In this way, teachers can break free from the dull classroom teaching so as to enhance students’ enthusiasm towards pedagogic principle learning. Eventually, students are able to grasp the abstract theoretical knowledge step by step from learning about the special cases and practical examples. The whole process conforms to the general rule of human cognition.

Secondly, as for the perfection of evaluation method, the traditional method pays more attention to the memory of theoretical knowledge and application in the exam papers. However, there is still no such an authentic evaluation method to judge whether student can apply the theories in the real teaching practices. Hence, close-book examination can never become the only way of evaluation. Instead, students’ evaluation should liberate from the range of paper examination and involve more students to acquire assessments by means of practical training. In addition, the evaluation mode of learning effect should tend to be market demand-oriented in order to make it easier for teachers to master and guide students to step into the road of applying more mature teaching.

CONCLUSIONS

Providing basic thinking training of pedagogic principle for all types of education majors, the subject has laid a solid theoretical foundation. Therefore, with attention to the disciplinary system of pedagogic principle and its teaching, it is conducive to cultivating capable talents in the branch of education and furnishing a favorable environment for the development of national educational industry. Moreover, the curriculum reform also contributes to promote the positive influence on education majors and teach more students with mature knowledge of great practical value, which plays a decisive role in the cultivation of education majors with comprehensive quality and strong adaptability to the market. In sum, only by continuous
curriculum reform can the theoretical knowledge proceed with the times so that the pedagogic principle can improve itself and more promising youths can be fostered in the meantime.

REFERENCES

