The Resurrection and Construction of Logic Education in the Reformation of Chinese Education

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Abstract. Logic education plays a significant role in the reformation of Chinese education. But in 1986, logic education teaching was asked to be deleted in Chinese teaching program and never be mentioned again, with an easier Chinese teaching demand. That means teachers have to pay more attention to logic education while teaching to change this condition. For that, this article analyzes the deficiency of logical education in the present Chinese education and the measures of how to make logic education fit in Chinese education as it has applicant significance.

Introduction

There is a close link between the development of Chinese education and logic education. The combination can play a better role in the development of students’ intelligence, the cultivation of talents and the training of theoretical and thinking ability. In May, 1963, the draft of full-time secondary school Chinese teaching outline demands in teaching content: teaching grammar, rhetoric, logic is just for the cultivation of reading and writing abilities. It’s the first time that logic education has been officially appreciated by Chinese teaching in middle school.

Unfortunately, it didn’t last too long. With the aim of reducing the difficulty of Chinese course, lightening the burden of students as well as defining the request. The full-time secondary school Chinese teaching outline in 1986 excluded the part of logic education. However, it was approved in practice that the development of students’ logical thinking ability is deterred. In foreign countries, logic education was seen as a social education with a great significance to the development of scientific quality, thinking ability and morality. So, different degrees of logic education were opened to all stages, from primary students to doctoral students.

Compared with foreign countries, china’s logic education is still at the primary level, with a superficial theory on logic education study, and for Chinese education, which closely related to logic education, doesn’t make sense to the logic of education. Logic education is one of the requirements of the development of the new curriculum reform in new period, is the prerequisite for development of all subjects. So, logic education should be combined with Chinese education again.

The Development and Problems of Logic Education in Chinese Education

It doesn’t Emphasis Logic Education in the Built of Chinese Educational Thought

Basic logic knowledge can improve the logical thinking ability and also help them cultivate a right logical thinking, promoting both Chinese learning and the efficiency of thinking. While in the development of Chinese education, related educators are not fully aware of the importance of logic education for Chinese education. In the past, logical thinking ability and the basic grammar knowledge were emphasized in Chinese education, [1] but with a call to lighten the burden of students, logic education gradually becomes less important. Meanwhile, some Chinese teachers and educational institutions finds it boring that put logic knowledge into Chinese education, bringing no good to cultivate students’ interest in Chinese learning and to improve students’ language scores. Under the influence of such a concept, China’s national college entrance exam also begins to ignore logic education, deterring the achievement of the quality of education development goals.
In the long-term development and practice of human history, it not only created the language expression ability, but also provided a complicated language thinking skill. As an external form of thinking, the expression of language can be influenced by thinking ability to a great extent. And only a clear thinking can make people’s language be fully understood. As a special skill of human brain, thinking is of great significance for people to promote human development and realize interpersonal communication. But in practice, many students are affected by various factors and they cannot fully develop language thinking ability. In Chinese education, which is based on language learning, there is an unbalance phenomenon between the development of thinking ability and the language education. Specifically, students lack the necessary skills in language learning. As a result, it will lead to a rote memorization. In the long-term development of this way, students’ language ability has been deterred and also there are many drawbacks in Chinese writing, reading and expression.

In the Arrangement of the Content of Chinese Education, Chinese Logic Education has not been Emphasized

To improve students' logical thinking ability is an important goal of language education, but the Chinese logic education was cancelled in the Chinese education outline in 1986. "Inductive Reasoning", "Composite Judgment" and other logic knowledge in Chinese education were replaced and no longer appear in Chinese education. Although the reform of Chinese education has achieved good results, there has been no change to the neglect of logic education in Chinese education. This neglect of logic education leads to the low development of students' logical thinking ability, which is not conducive to students' all-round development. The middle school stage is an important stage in the growth of the students, and the training and development of logical knowledge have a great significance on students' lives.

In the Use of Chinese Education Methods, We do not Attach Importance to the Chinese Logic Education

The Chinese education system is full of a lot of logic education knowledge, but due to the improper use of the logic teaching method, the students can't acquire more logic education knowledge. Through the investigation of a large number of documents, it has been found that the current Chinese education outline doesn't have clear requirements and reflection on the education of logic knowledge. At the same time, many Chinese teachers' attitude towards logic education in the application of Chinese logic education has not been improved to the degree it should have been. Some Chinese teachers in the promotion of the reform of Chinese education and Chinese education academic do not pay attention to their own lack of logic knowledge, especially in Chinese teachers' academic writing which is either lack of logic, or farfetched. And even worse they plagiarize. The root cause of this problem lies in the insufficient logic knowledge and ability of Chinese teachers. Let alone they are able to lead students to master logic knowledge in Chinese learning.

The logic education in Chinese education of science permeates requires that Chinese teachers should consciously choose scientific and reasonable Chinese teaching method, such as visual display method, oral teaching method and logic thinking. Teachers ought to choose the most suitable method for Chinese logic teaching based on the understanding in the merits and deficits of various teaching method. [2] The study found shows that the teaching methods used frequently in language teaching is the teaching method of visual display. Although this method saves time and complete the teaching tasks in a relatively short period of time, one should be aware of the ultimate goal of language teaching is not only to impart the knowledge of the language, but also need to cultivate students' comprehensive ability, including language skills and writing skills etc. The single visual teaching method is not conducive to the cultivation of these comprehensive abilities.

In the Formation of the Evaluation of Chinese Education, Chinese Logic Education has not been Emphasized

Through the investigation and study in recent years, Chinese educational papers and books found shows that logic teaching in Chinese language education did not arouse educators and learners
attention on Chinese logic education. The number of research papers and books on Chinese logic education is very low, although some researchers mentioned Chinese logic education in their research literature, just a slight knowledge zone was touched and no further study or discuss are made on the teaching objectives, teaching tasks and teaching contents of Chinese logic education. The Chinese language education goal is to find the rule of development of Chinese education in the study and to construct a system of Chinese education knowledge which is able to guide effectively the development of Chinese education in teaching according to the law of the development of Chinese education after the establishment of the system. It can be said that the development of Chinese education research has largely promoted the Chinese teaching, but the neglects of logic knowledge in Chinese education will cause the blank of Chinese logic education research in the teaching content, which is not conducive to further promote the Chinese teaching work. In addition, in the Chinese teaching evaluation and examination, the knowledge of Chinese logic was not mentioned. Therefore, the fact that Chinese education did not reflect the logic education are necessarily associated with the Chinese education research direction, research content and teaching evaluation. However, the quality of teaching Chinese logic has not been paid much attention to by the people concerned in the assessment, which shows the imperfect establishment of the daily assessment system of Chinese education. Under the condition that the index evaluation system is imperfect, it is difficult to analyze and evaluate the logical teaching results of Chinese education.

Meanings of the Return to Logic Education in Chinese Curriculum Reform

The Logistic Regression in Chinese is the Objective Request of the New Curriculum Reform

The new curriculum reform puts forward that the training target of Chinese education should change the original education tendency that people pay much attention to knowledge. We should raise students’ positive and active awareness, lead them to establish a proper attitude towards Chinese learning and form three views correctly as well as master some language knowledge. It shows that Chinese education under the new curriculum reform focuses more on students’ sense of participation and the overall cultivation of their personal qualities.[3]

Under the development of such background, the concept of Chinese education has changed: Both respecting the basic Chinese education rules and opening up a new undertaking which reflects such features as modernity and openness. It is possible that the logic education in Chinese revives itself in this case. To some extent, its regression is a catalytic product of the ideas of Chinese curriculum reform in China and a necessary requirement of the reform. At first, it can enrich the content, then it can become important practice of the reform. Last it can bring new era development to Chinese education.[4]

The Regression can Improve the Content of Reform in Chinese Teaching

The reform lays emphasis on the reforms of content. It is the material basis of thinking, methods and evaluation systems. At this stage, the compilation of textbooks is combined with model essays. The latter one is mainly like cramming education. As a result, the study lacks practical support in listening, speaking, reading and writing. Under the new curriculum reform, Chinese course reform transfers from the original mode of guided-reading to the fundamental mode of language practice and it will reflect the nature of Chinese education in a real sense. Logic education plays an important role in such transformation. The achievement of language practice of the Chinese education pattern needs to mix Chinese learning, politics, economy, law, history and geography together. To develop different disciplines, we need some logical abilities.

The Regression can Motivate the Reform of Chinese Teaching Methods

Under the new curriculum reform, the reform of Chinese teaching methods covers a range of issues and it is very important in the Chinese education reform. With the development of time, the methods of Chinese education have transformed. The reform focuses on the students’ dominant
roles in their study. It leads students to utilize all kinds of knowledge in an integrated way. The renewal of logic education seems to place a burden on students; however, it leads students to learn knowledge by using a scientific method in reality. Thus it is very meaningful to promote learning efficiency and reinforce the mastery of Chinese and other disciplines.

The Regression can Support for the Development of Chinese Education Evaluation Reform

One of the important steps in Chinese education is how to evaluate in an objective and scientific way. If one subject lacks scientific assessment methods, its specific management may be meaningless. Under the new curriculum reform, the thoughts of Chinese education assessment mainly highlight three aspects. Firstly, the aim of such evaluation is to improve Chinese teaching process. Secondly, the evaluation not only aims for mastery of knowledge, but also evaluation of students’ emotional attitudes and values. Thirdly, the evaluation methods should be diversified. Under the new curriculum reform, the development of Chinese education evaluation is mainly to increase the assessment of course contents and comprehensive abilities. Logic education can enhance students’ logic thinking and realize the cultivation of their abilities. The regression can push forward the development of the reform of Chinese education evaluation. If so, Chinese language teaching area will form a new formative evaluation system at present.

In brief, a necessary requirement for the development of Chinese education and teaching is to permeate itself through logic education. It is of vital importance to improve students’ comprehensive abilities and promote their overall development. It is also a reflection that Chinese blends with other disciplines. Therefore Chinese educators need to constantly enhance the researches of Chinese logic education and advance the in-depth development of Chinese education and teaching on the basis of the existing Chinese logic education.

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References


