

On the Two-Way Influence of Formal Education and Substantive Education

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Abstract: The rapid development of social development, the great wheel of education is constantly changing to adapt to the trend of the times, among which the dispute between formal education and the essence of education is a few falls, the two are mutually exclusive and mutually merge, forming a unique double influence phenomenon in the new era. Studying the two-way influence between formal education and substantive education is helpful for us to focus on the current needs of educational reform.

Keywords: Formal education; substantive education; two-way influence.

1. FORM EDUCATION

Formal education can be traced back to ancient Rome and ancient Greece. It believed that the main task of education was to enable students to develop their abilities or abilities. The "midwives" invented by Socrates were trained by four inspiring steps of satire, midwifery, induction and definition to enable students to get the ability to think. In the principle of speech art, he pointed out that in order to achieve the purpose of cultivating an excellent eloquent, he should focus on training students' ability of expression and thinking in teaching. In eighteenth Century, Fester Rocky founded the theory of element education on the basis of functional psychology, emphasizing that the purpose of education is to develop all the talents and abilities of people in a comprehensive and harmonious way, and thus formally formed the theory of formal education.

In a word, formal education focuses on the ability to train and train students' minds. It is believed that education should be in the form of form and that all learning is the result of the training of the mental ability.

2. ESSENTIAL EDUCATION

The theory of education that is opposed to formal education is substantial education. Herbart, the father of educational science, does not approve of the formal education thought which is supported by the theory of functional psychology. He attaches great importance to the role of teachers and books and advocates the teaching of "knowledge centered". In the theory of "Apperception", he divides the teaching process into four stages: clear, associative, systematic

and method. The logical structure of teaching and the systematicness of knowledge. Spencer, the father of social Darwinism, advocated scientific education and opposed classicism in his book "the theory of education". He believed that teachers should be less spoken in the classroom, but they should guide students to find active learning, abandon "form" and pay attention to "substance".

It is not difficult to find that the substantive education attaches great importance to the students' learning of the knowledge of natural science, the training of despising ability, and the propositions that teaching students' knowledge of practical production and life is a king way in the course of teaching.

3. THE DEVELOPMENT AND CHANGES OF FORMAL EDUCATION AND SUBSTANTIVE EDUCATION

3.1 The development and changes of formal education

The main teaching content of former form education is based on the theory of functional psychology, which trains people's sense and development ability. German philosopher Wolf was the founder of modern functional psychology. He divided the human mind into two categories according to the classification of 5 kinds of functional powers, such as the functional ability of the ancient Greek philosopher Aristotle, the functional power of the mind, the function of desire, the function of feeling, the function of movement and the function of the rational function, and so on, he recognized the function, that is, the function of knowledge, including the senses, imagination, memory, attention and pure reasoning. Reasoning ability refers to the ability to distinguish clearly and form judgement. 2. Desire for function, that is, the function of emotions, including pleasant unpleasant feelings and willpower. Later, German psychologist J.N. tenth, on the basis of Wolf's functional psychology, created the three - point method of mental functionalities: understanding, pleasure and pain, and the will, namely, knowledge, emotion and meaning. By the end of the eighteenth Century, the recognized functions were summed up as three kinds of knowledge, emotion and meaning. British educator J. Rock is often regarded as an advocate of formal training theory. He said: "it is not necessary to make all people a profound mathematician. I only think that studying mathematics will make people get the way of reasoning, and when they have the opportunity, they will move the way of reasoning to the rest of the knowledge. "This argument is regarded as the standard of formal education.

Formal education theory, based on the theory of functional psychology, had a great influence on the educational practice of the European and American primary schools in the second half of the eighteenth Century and the early nineteenth Century. What it maintains is only the classical education direction that aims at cultivating bourgeois ruling talents after the Renaissance; emphasizes the teaching of the classical language, the words and the ancient history, and despises the teaching of the natural science knowledge.

From the end of eighteenth Century to the beginning of nineteenth Century, due to the objective needs of the further development of the capitalist economy and science and technology, the

education of real science was advocated and the substantive education theory of the teaching of natural science and vocational technology was emphasized. Therefore, the curriculum and the selection of teaching materials were set up in the emphasis on the development of students' ability or the emphasis on the teaching of basic knowledge. It became a situation of opposition between the two schools.

Modern teaching theory holds that developing students' ability and basic knowledge teaching is a unified process of mutual conditions. The one-sided nature of the theory of formal education lies in envisaging the development of official training and the mastery of the conditions of the migration from the basic knowledge. At the same time, it is based on the psychological understanding of the functional psychology as an independent spiritual entity and the various functions as separate psychological phenomena, all of which are idealism and form. The view of school does not conform to the principles of modern educational psychology and pedagogy. It can be seen that the primary influence of substantive education on the teaching content of formal education is to weaken the training of students' understanding, rationality, thinking and memory ability, to strengthen the students' lack of knowledge of the substance, and to attach importance to the systematisms of the classroom teaching knowledge.

3.2 The development and changes of the real education

The theory of substantive education is based on associative psychology. Education should be aimed at substance. It is necessary to attach importance to the organization of curriculum and teaching materials. The mind depends on the combination of ideas to form concepts and categories. The organization and procedures of curriculum and teaching materials directly affect the organization and procedures of the mind. But the theory of essence education based on the theory of associative psychology is produced in the need of formal pedagogy on curriculum and selection of teaching materials, which cannot meet the needs of the further development of capitalist economy and science and technology.

Contrary to formal education theory, the theory of substantive education maintains and advocates the direction of practical education in the early eighteenth Century. Based on the theory of positivism, H. Spencer, a British educationalist, raised the question of comparative value of knowledge in 1850s. At the same time, he insisted on the practice of education. At the same time, he tried to attack the classicism and the Scholasticism in the English education at that time. He believed that the development of general intelligence was secondary, emphasizing the practicality of curriculum and teaching materials. He is more directly connected with the need of the bourgeoisie for the development of industry than the Herbart school. In the long period after the mid nineteenth Century, substantive education had a great impact on teaching practice in Europe, the United States and primary and secondary schools. Both the theory of substantive education and the theory of formal education belong to the early bourgeois teaching theory. In the course of historical development, both sides have done some research and demonstration on some aspects of teaching content. But in the two aspects of knowledge teaching and ability development, each side has its one sidedness.

Thus, the result of the impact of formal education on the essence of education is to make educationists rethink their drawbacks, release the students' pressure on learning boring knowledge, pay attention to the cultivation of students' ability, reform the teaching knowledge, and cultivate the students' overall development of morality, intelligence, body, beauty and labor.

4. THE TWO-WAY INFLUENCE OF "EMPHASIZING ABILITY" IN FORMAL EDUCATION AND "EMPHASIZING KNOWLEDGE" IN REAL EDUCATION

With the progress of the times and the development and transformation of education, formal education and substantive education have also sparked a common spark.

4.1 Formal education is progressively closer to "emphasizing knowledge" in real education from "emphasizing ability"

In Columbia, Smedley overthrew the formal training theory. He criticized formal education through experiments in the principle of teaching. The experimental results showed that the students in the traditional disciplines did not improve their intellectual ability more than those who had the same IQ and selected practical subjects. Since twentieth Century, the focus of formal education has been gradually approached by the ability of training to the knowledge system, preventing unilateralism from neglecting knowledge and neglecting knowledge.

This is reflected in the reform of educational goals in China, Japan, the United Kingdom and other countries. The Taoists in ancient China advocated "law nature" and "absolute wisdom". The Taoist thought that all human things were wrong. Education should not teach people to know more. They should let people forget all the knowledge and advocate "removing the metaphysics" and "emptily and waiting for things" in learning, emphasizing perceptual cognition, but it cannot sink. Drowning in perceptual knowledge and understanding things also requires more rational knowledge, while advocating the method of suspicion. The author thinks that the Taoist thought can be said to be a reflection of formal education. It starts from the human senses and the way of thinking, but it does not completely abandon the understanding of reason. What is worth mentioning is another Chinese Mohist Thought system. Mohism thinks that learning should be based on real life, especially the study of science and technology, culture and history education. But Mohist thinks it is particularly important to cultivate learning ability, and advocates "initiative, creation, practice and measure" for the cultivation of thinking ability. Learning method.

The above two Chinese Taoists and Mohism examples show that in the ancient times, China had realized that education should not only pay attention to the cultivation of learning ability, but also the learning of practical knowledge, that is, the combination of formal education and substantive education.

4.2 Substantive education is close to the "ability" of "emphasizing knowledge" to formal education

Dewey criticizes the theory of substantive education represented by Herbart. He thinks that substantive education ignores all kinds of active and specific functions, neglects the dynamic

role of students and underestimates the role of vividness, unconsciousness and attitude. Dewey believes that education is a continuous and continuous transformation of the experience and attempts to use it. To solve the contradiction between formal education and substantive education, combine ability with knowledge.

The most obvious is reflected in the current malpractice of exam-oriented education. In the outline of the curriculum reform of basic education in China, the knowledge of students' past learning is too rigid, which leads to the death of the students to read and read the dead books. Therefore, the original education system has been reformed and the quality education is carried out. Looking at the education system in our country, it is not difficult to find that many students have been trained as the machine of examination from primary school to high school and even to university, which leads to the lack of thinking ability and practical ability, which is a failure of Chinese education. The so-called "examination-oriented education" is the extreme of "substantive education", and in order to mitigate such adverse effects, we can balance this phenomenon with the "quality education" similar to "form education" to achieve the goal of neutralization and make the students develop in an all-round way. In a word, the real education is too close to "returning knowledge" to the "heavy ability" of formal education.

4.3 The "ability" of formal education and the "emphasis on knowledge" of real education are from opposition to integration

In 50s and 60s twentieth Century, the reform and development of education in Japan made great achievements, but it also brought up the "exam hell", which made the students pressure like a mountain and was miserable. Until 1987, the basic policy for the reform to adapt our social change and cultural rule of law was issued in 1987. A new generation of young people with broad mind, strong body and rich creativity will transfer to the system of internationalization, information and lifelong education. In twenty-first Century, with the publication of "compulsory education in the open innovation era", Japan has completed the formal turn from "loose education" to "solid education". The analysis shows that Japan has also experienced the transition from excessive "formal education" to excessive "substantive education", and from the excessive "substantive education" to the converted "formal education".

More and more educators realize that in order to really do well the education, it is necessary to combine the ability and knowledge to balance the development of the two students in the students, to prevent only the ability to ignore knowledge or to only grasp the teaching of knowledge, but to ignore the one-sided nature of the students' ability to cultivate their own ability. This problem is also a difficult problem in today's education, that is, examination-oriented education and quality education, the combination of formal education and substantive education. It is gratifying that, with the transformation of people's ideas, education is developing towards the comprehensive ability of developing people, that is, the "heavy ability" of formal education and the "heavy knowledge" in essence education are opposed by opposition. Gradually to merge.

5. THE FUTURE PROSPECT OF THE TWO-WAY INFLUENCE OF FORMAL EDUCATION AND REAL EDUCATION

The UNESCO International Education and Development Committee, compiled by the International Commission for education and development of UNESCO, "today and tomorrow of the world of education" points out: "the age of science and technology means that knowledge is constantly changing and innovation is constantly changing. So, it is agreed that education should be less devoted to the transfer and storage of knowledge (although we should be careful not to overstate this), and to seek ways to acquire knowledge (learning how to learn). " As a result, education in the new era should be aligned with both sides. Knowledge and ability are not necessarily contradictory and conflicting.

The book "the guide to teacher training in Germany" written by Edward defoy discusses the relationship between the form and the purpose of teaching. He clearly pointed out that "follow the purpose of formal education, both formal and substantive education, as far as possible, as far as possible to motivate students, combine knowledge and ability, and repeatedly practice the knowledge they have learned, until the transfer to the use of the thinking process." He believes that the purpose and substance of teaching are not mutually exclusive and mutually exclusive, but closely related and interacting. As long as the teaching activities are organized correctly and reasonably, two purposes can be achieved. In short, knowledge acquisition and development capability are harmonious and unified. Of course, these two must be unified in order to enable students to master the knowledge of the system. Another point to note is that the unity of the two is "conditional unity of contradictions". Some teaching theorists in our country have pointed out that "in the nature, component and structure of the content of the course, we should also create conditions in teaching methods and teaching organization and examination methods", so that knowledge and ability can be better unified.

At present, the form education and the substantive education have shown the mutual convergence in the adverse shocks of the past years, and the development of education is also improving in a comprehensive way. The aim is to cultivate the students to grow into comprehensive talents. Therefore, in the future development of education, formal education and substantive education will inevitably take advantage of its weaknesses, take its dross to extract its essence, and develop into a more reasonable and more scientific education and teaching method system.

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