

On Value Education Principle

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Your Excellency respected Mr. President, ladies and gentlemen,

First of all, please allow me to express my appreciation for inviting me to visit your university, and providing me with this opportunity to communicate and learn with each other. I am from Yunnan Province, China----a place called “Beyond the Cloud”, remarkable for its bio-diversity, culture diversity, climate diversity and home for multi-ethnic minority groups. There are 26 ethnic minority groups, 47 million people and 13 million students in the province. You might feel strange about this place, but from today, you may have a sense of mystery over it, just the same sense of mystery as I have over Cambridge.

Why is Cambridge one of the most top universities in the world? Why are so many famous scientists, writers, and politicians from this university? Why is Cambridge the university where the largest Nobel Laureates are from? Maybe just this sense of mystery makes Cambridge one of the most desirable universities for students over the world, Chinese students in particular. Maybe just this mystery makes me admire you as the students or teachers of Cambridge.

What I'd like to share with you today are my basic viewpoints on value education thought. We try to propose value education thought by applying value philosophy as the research basis, and integrating international education perspective, localized education action and exploration on future education.

Why are we proposing value education thought as our proposition?

First, we are probing into the value education thought from the nature of human activity. By human activity, we mean the people oriented process of transferring resources (including natural resources, humanistic resources and human resources) into wealth (including material wealth, cultural wealth, and spiritual wealth) so as to realize the full free and complete development of people. The main body of human social activity is people, the process is of people, the means is of people, and the purpose is of people. That is to seek the development of the intrinsic value of people, and fulfill the externalization of the value of the subject. The education activity of human being is in line with the essential request of social activity of humankind that fulfills and develops the value of people. This consequently puts education activity in the heart of human social activity through the whole process.

Second, we explore value education thought from the value concept. All human activities are value development activities, and the core activities are creating and consuming value. All relation in human society, in the final analysis, is value relation. Value is the source power for all human behaviors, thoughts, emotion and will, to pursue the most value, maximize and continuously lift the total value of each person and human social activities. Education activity is the basis for value activity. Education is the process to fulfill and develop the value of people. It is a process of social activity to develop life, existence and living of humankind, and a process to guide the progress of human civilization. The value function of education should be developing and guiding people, but not acclimatizing to people and catering to society. Education is the self formation activity for people and human value. Education forms the knowledge value, competency value and moral character value of people, and creates the material and spiritual value of mankind. Education guides the transformation and development of human thinking pattern, production mode, living pattern and social management way. Education enables people not only to drive the lightly and quickly travelling pleasure boat of individual and family, but also to drive the steady ocean liner of nation and mankind.

Third, we explore value education thought by criticizing the excessive spread of education issues from the view point of rationalistic instrumentalism or pragmatism. One indisputable fact is that education rationalistic instrumentalism or excessive spread pragmatism exists in the UK, US and France with developed human education, and China and India with developing education; as a result, the education rationalistic value is seriously lost, education value is in confusion and crisis. If we probe deeper, we would find the largest crisis of humankind is value crisis and the root cause of value crisis is crisis of education value. Root cause could be found from education for political crisis, economic crisis, persistent human wars, social conflict, disease flare-up, and ecological deterioration. Education value crisis is mainly reflected in education's "dissimilating" people, dissimilating people to "material", because education makes people to produce "material", and again because education enables "material" to conquer people and enslave people. Education becomes more and more instrumental, utilitarian, and secularizing. Education becomes the management instrument of rulers, instrument for upholding family honor, tool for making a life for students, and tool for making money and making a fortune for institutes. The spatial and time value of education is decreased while teaching cost of education is increased. While the effectiveness and efficiency keeps reduced, the value rate of teaching and education is decreased. In some Asian countries, the education succession and innovation value is getting lost; it is difficult to train people to obtain innovative ideas. Score becomes the only criteria to evaluate teachers, students and education managers. The natural creativity of mankind is shielded.

Forth, we explore a fundamental approach to eradicate education corruption and maintain the dignity of education by rebuild education value. In the education field of different countries, academic corruption, economic corruption and power corruption may exist at various levels. The corruption in education field differs from those of other fields where the range of impact is

smaller, and the duration is shorter, whereas, the impact of corruption of education field is larger in its scope, and longer duration. Without timely eradication, it will bring about value distortion to students. Why in China are there constantly emerging and spreading dissatisfied mood from society against education and schools? Why are there constant queries about the credibility and impartiality of education? This is closely related to the administrative involvement of universities, the monetization of academia, and the emotionalism of study. This is directly related to the soil that breeds corruption in the education field, which is becoming more and more “fertile” instead of becoming “barren”. Through re-building education value and removing education corruption, clearing the origin---regression to the essence of education, and creating education dignity have become the logical necessity for the self-development of education.

We reckon that studying and implementing value education though is significant for understanding the essence of education, heightening confidence and self-esteem of education, regression of essence of education, eradicating education crisis, and promoting the healthy development of education of mankind.

What are the basic viewpoints of value education thought?

From the perspective of human activity field, education **value should be higher than any other values**. The fundamental value of education should be: truth, intelligence, reality and harmony. That is: education upholds truth, explores truth, succeeds truth and safeguards truth; education upholds intelligence, cherishes intelligence, illuminates intelligence and sows intelligence; education is realistic, based on practice, to develop reality and realize future; education constructs harmony, embraces kindness and promotes harmonious beauty. The ultimate value of education is to make a man a (social) man, a man of accountability (a man of dedication), a free and happy man (happiness of humankind). Economic value, political value and cultural value are just transformation of human value, and education creates the value of people.

Education promotes the organic utility of individual value and social value, embodies individual value in satisfying the need for individual development, and embodies social value in satisfying the need for social existence, extension and development. Education enables the organic unity of humanistic value and scientific value and forms the spiritual ambit of scientific and humanistic spiritual unity. Education enables the organic unity of succession value and innovation value, and promotes the succession, development and innovation of family, team, nation, country and human civilization. Education--- “going far from near-by”, enables the organic unity of realistic value and ideal value of mankind by being established in reality, oriented in future, acclimatizing to existence, developing life, upholding Utopia spirits to fulfill the essential value of education. From the analysis above, we may draw such a viewpoint: education value is higher than any other values. Education value embodies the common value that man pursues for equity, justice, credibility, democracy, equality, freedom, legal system,

harmony, and happiness. Education value is the core of all basic value of humankind and the cornerstone of core value of a nation.

Education promotes the realization of human and social subject value. Value education thought opposes matter-centered idea, upholds people -centered idea, improves the subject consciousness, builds human subject quality, develops human subjectivity, enhances the essence of people, and cultivates the value consciousness and confidence of mankind. Uphold teachers as the main body and student as the center to fulfill the subject value of teachers----“teaching truth and culturing love”, and enhance education and teaching achievement; fulfill the subject learning value of students, enhance the learning performance of students, and develop the life, existence and living of students; build the harmonious value relation between teachers, students, teaching and learning process; build the subject accountability of government and education managers for developing education; well protect, fulfill and develop the education benefits of the whole nation, so as to realize social value and promote human civilization through education.

Pay attention to the construction of education system value. System vitalizes education. Government management and the fundamental roles for developing education lie in the design and arrangement of system, not in arranging construction projects and allocating funds. Reform the ownership system of running schools, establish a system of running schools for public and private schools to compete equally and develop jointly; in accordance with law, reform education management system and establish the system mechanism that governments are responsible for macro-management, administrative authorities take care of middle way management and schools are responsible for micro-management, and empower schools with the autonomy in operation; deepen the reform of education evaluation system and implement separation of enrolment and examination, comprehensive evaluation, diversified and personalized evaluation education; deepen the reform of human training pattern and establish a mechanism that facilitates the development of human resources at various levels; and deepen the reform of education internalization system and set up the system mechanism for learning, exchange and training of international people power. Promote reform through system and establish an education system mechanism that is full of equality and competition, and vitality and livingness.

Build and develop modern education system value. Value education thought pays attention to the formation of modern education system of early childhood education, basic education, vocational education, higher education, and lifelong education, and promotes the organic composition and coordinated development of education of various kinds; it focuses on the organic unity of scale, structure, pace and quality, makes timely adjustment on the regional structure, ownership composition, category composition, and discipline composition so as to promote equity through popularization and enhance quality through competition; it pays attention to the establishment of value in curriculum system, value orientation for curriculum that integrates both individual and social value, promotion of the organic integration of various

course categories, cohesion of curriculum and teaching, selection of personalized, open and exploratory teaching methods, and the establishment of high effective classroom teaching pattern. It pays attention to enhance the holistic value of modern education system that constitutes of education of various types. It should effectively prevent the mutual conflict, exclusion and influence of education interests and values of various educations, and form the value chain of education of various kinds so as to ensure the educatees to obtain positive value education at different education stages.

Pay attention to the enhancement of time and space value of education. Education time is one dimensional and education space is limited. Create the social, humanistic and natural environment for the study, living, practice and innovation of the educatees, form the synergy of family education, school education, team education, government education, social education and international education, and fulfill the maximization of education time and space value. Value education thought pays attention to the modern management of schools, including basic management, system management, whole process management, sophisticated management, value management, democratic management, scientific management and management in accordance with law. Lift the value and effectiveness within education unit time, take classroom teaching as the center of teaching to improve its effectiveness and enhance the practical benefits. In the improvement of education spatial value, attention should be paid to the proper layout and integrated arrangement of education resources. I maintain that each country should make adjustment to its school system according to the actual situation of the country and raise its school system value. In China, I propose to shorten the schooling duration for primary school to high middle school from 12 years to 10 years so as to enable most students to complete their school education at the age of 19 to 20 years old, to enter into their life journey for social employment and business establishment.

Pay attention to enhance the value rate of education investment and facilities. Value education thought pursues the maximum benefit and value of education investment, and the joint realization and development of social, economic and ecological benefits. It brings into play the government's guiding function, promotes the introduction of social funding into education and transfers it into education investment to magnify education resources and enhance the value rate of resource use. The infrastructure construction of schools is implemented in accordance with the requirement of education function effect, spatial harmony effect and vertical aesthetic effect. School construction is a process of education culture accumulation; therefore, school construction should follow the principle as scientifically planned, meticulously constructed, more heritages and less regrets to be left. Accelerate the pace of education informationization, make full use of modern scientific information to integrate various education resource facilities, and improve the use rate and value of education facilities.

Put competency based education at the heart of school education. Value education thought advocates to propose and design teaching principles, contents, methods, evaluation and system

based on the different competency of the students, and foster students' thinking, learning, practicing, developing, creating, cooperation ability and accountability to strengthen students' value consciousness and confidence so that students could foster their own interest, confidence, ability, willpower and dignity. The fostering of abilities as mentioned above should start from early childhood education, family education and female education. It advocates the early childhood education emulated from Taoistic nature thought, focuses on the interest cultivation and behavior formation of young children, the positive value guidance of family, the special function which women play in education activities, the integration of competency education into the whole process of lifelong education..

The development of life, existence and living value of humankind should penetrate the whole process of all types of education. Cultivate the life value sense of educatees, upgrade their existence intelligence, and build up their faith on happy life. Cognize, love and respect life through life education; cognize, increase and enhance existence ability through survival education; cognize, love, struggle for and live happy life through living education. By life education, existence education and living education, educatees would be able to understand their physiological status, regulate their mental status, keep their ethical belief, see sense and know philosophy; by life education, existence education and living education, students could enhance their emotion quotient (EQ), intelligence quotient (IQ) and competency value, set up correct concept of life, existence and living.

What should we do in order to study and implement value education thought?

Value education thought is a theoretical proposition, but also a practice activity. We maintain that based on theoretical research, we should integrate education value in broad sense with that in narrow sense, and education in broad sense with that in narrow sense; based on value concept, we should apply approaches of succession and renovation to succeed and absorb the historical and realistic education achievement from home and abroad, criticize the excessive spread of rationalistic pragmatism and instrumentalism, and do research on value education thought in innovative way. We should apply the thinking way that starts from presentation to abstraction to concretization, to conduct theoretical generalization from education phenomena and guide practice in the field. We should apply the integrated method of history and logics to conduct history narration, structure analysis, comprehensive generalization and logic deduction.

We believe that in process of implementing value education thought, attention should be paid to the combination of cognition education, experience education and inspiration education to integrate value education thought into the textbook, into classroom, into practice and into the brain; attention should also be paid to the combination of family education, school education and social education to form the synergy of value education thought; attention should be paid to the implementation of value education thought through all stages of education from early childhood education to university education, to integrate value education thought into the teaching of various subjects and all aspects of school education; attention should be paid to the personalization of value education thought and the integration of socialization education,

sensibility education and rationality education; attention should be paid to the system construction for value education thought to integrate value thought into the national value education, and strengthen the construction of the evaluation system of value education thought.

Ladies and gentlemen, the proposition of value education thought calls for research and discussion from the education field from home and abroad. My speech today just serves as “cast a brick to attract jade”, that explained a few basic viewpoints, which I would like to share with you. I appreciate your patience. Besides a few big national and international media, I also use my personal “Tianjianshe” website and my micro-blog to share and exchange ideas with other people.

Thank you!