

## Research on the Basic Theory of Contemporary Education

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**Abstract:** The basis of education is pedagogical theory, which is closely related to educational practice. The continuous development and improvement of pedagogical theory not only enriches the literature theory of related research, but also promotes the reform and Optimization in the field of education. Therefore, it is of great practical significance to explore the basic theory of pedagogy. In this regard, the article mainly uses the method of literature induction to analyze the characteristics of the development of the basic theory of contemporary pedagogy, as well as the research of the basic theory of contemporary pedagogy, hoping to provide some ideas and reference for the development and improvement of the future pedagogical theory.

### 1. Research background

#### 1.1 Literature review

Pedagogy is the key to the basic position of the education industry. This paper mainly discusses the basic attributes and concepts of pedagogy, and provides abundant theoretical guidance for educational practice. Therefore, the theoretical research on pedagogy has become the focus of attention in the educational and academic circles. Ren Zengyuan and Ren Guangyuan scholars, based on the history of pedagogical development and practical practice, explore the relationship between the three characteristics of pedagogy. It is found that culture, practicality and transcendence are in fact an organic whole, with natural connections and self-renewal over time (Ren and Ren, 2006). Li Gongwen and Lin Xuetao discussed the practical role of pedagogical theory in the development of digital curriculum. It is found that in the process of digital curriculum development, educational development theory can provide conceptual support, pedagogy and curriculum theory can provide methods, and teacher role theory can clarify human-machine relationship (Li and Lin, 2016). Yang Maoqing and Chen Shimei have studied the significance and possibility of the choice of comparative pedagogy theory. Through the analysis and comparison of the subjective and objective factors affecting the selection of pedagogical theory, it is found that absorbing other disciplines' theories and methods can break through the theoretical blind spot of comparative education research (Yang and Chen, 2015).

#### 1.2 Research purposes

Education is the foundation of a country's sustainable development, and the development of education theory is also directly related to the quality and level of future talent training. Therefore, the reform and perfection of educational theory is also the core research topic of educational circles and schools. In essence, pedagogy explores and reveals the objective laws of education by studying educational phenomena, thus providing scientific theoretical guidance for the development of educational activities (Wen, 2018). Of course, with the continuous development of economy and science and technology, the contents, methods and forms of the basic theory of pedagogy will change. This is also the reason why pedagogical theory has received sustained attention. Therefore, this paper combs and reviews the characteristics of the development of educational theory, explores the existing problems and shortcomings, and puts forward some enlightenments for the development of educational theory. I hope that through the research and discussion of this paper, we

can provide some ideas and directions for the development and improvement of the basic theory of contemporary pedagogy.

## **2. The characteristics of the development of basic theory of contemporary pedagogy**

The rapid popularization and renewal of the Internet has promoted the reform and development in many fields. Especially, the prominent advantages of Internet information dissemination promote the whole people to enter the era of knowledge explosion. With this change, the development of contemporary educational theory presents different characteristics. Specifically, it can be divided into several levels. First, the basic theory of contemporary pedagogy emphasizes the harmonious development of individuality. From the point of view of educational purpose, educational activities hope to promote the overall development of individuals and meet the development needs of social production. However, according to the current social and economic situation, education activities are carried out to tap the potential of individual development and cultivate individual creative thinking and scientific cognition (Wang, 2017). Secondly, the basic theory of contemporary pedagogy is clearer about the strategic position of education. The UNESCO International Education Committee has proposed that, in view of the current global trend of education development, education is gradually ahead of economic development in the world, which is the first time in human history. Fundamentally, the pattern of global economic competition has changed. Competition among countries is no longer purely economic and military competition. In the final analysis, it is the competition of science and technology, and science and technology mainly depends on the quality of education in a country. Thirdly, the basic theory of contemporary pedagogy pays more attention to the development of students' intelligence (Tian, 2018). The rapid development of modern science and technology promotes the rapid growth of knowledge demand. In this context, the development of contemporary education is characterized not only by imparting knowledge, but also by teaching students how to learn and develop their intelligence. Compared with imparting knowledge to students, letting students understand the learning process and improving their learning ability, it is the core driving force for the development of contemporary education.

## **3. Basic theory of contemporary pedagogy: a case study of fundamentals of pedagogy**

The book “Fundamentals of Education” was compiled by the dean of the School of Educational Sciences of National Key Normal Universities and the person in charge of teaching. It also included young and middle-aged outstanding scholars from various Normal Universities. “Fundamentals of Education” was published by Educational Science Publishing House in April 2017. It has been designated as a national quality textbook for general higher education by the Ministry of Education. In the book Fundamentals of Pedagogy, the existing problems of education in China are discussed in detail, and the future goals and directions are put forward accordingly. It is an important classical theory book to improve the comprehensive quality of normal students and meet the needs of professional development. After a long period of brainstorming, this book integrates the achievements of many years of teaching and education of the vast number of educational practitioners, extensively and deeply explores the basic issues of education and pedagogy, and puts forward specific opinions and suggestions. Specifically, it has three characteristics.

First, research content level. The overall research content is concrete and substantial, and the overall structure is complete and systematic. Based on the basic meaning and purpose of education, this paper comprehensively expounds and systematically analyses all the elements of educational activities. The overall content of the study not only fully demonstrates the basic theoretical issues of pedagogy, but also closely links with reality and gives play to better practical guidance. The book is divided into 12 chapters, which systematically analyses the basic theory of education and teaching. The first chapter mainly discusses the basic understanding and development of education, and summarizes the value and significance of education. The second chapter mainly discusses the educational function, starting from the social function and individual function. The third chapter

mainly discusses the educational purpose, which is divided into several sections: the types and functions of educational purpose, the selection and establishment of educational purpose, and the educational purpose of Chinese education. Chapter IV mainly discusses the education system, outlines the origin and development of the education system, and focuses on the description of the modern school education system and the current education system in China. The fifth chapter mainly discusses the relationship between teachers and students, and describes the relationship between the participants in the teaching process. Chapter VI and Chapter VII respectively discuss curriculum and classroom teaching, mainly analyse the related concepts and practical paths of curriculum and teaching. The eighth and ninth chapters mainly discuss other participants in educational activities and other major activities, namely, school, student life, class management and class teacher work, and specifically divide the characteristics and management of educational practice activities. Chapter 10 focuses on the content of students' evaluation. By discussing academic evaluation, moral evaluation and comprehensive literacy evaluation, the study of education evaluation is carried out in detail. Chapter 11, mainly on the analysis of educational research, clearly pointed out that teachers should not only be practitioners, but also researchers, and gave the basic way to carry out educational research. Chapter 12 is to sort out and compare the situation of modern education reform, and make a prospect of the current trend of education development. Generally speaking, the book "the basis of pedagogy" starts from the basic concepts and discusses the relevant issues of pedagogy in detail. The overall logical structure is strict and reasonable, and the content is complete and sufficient, which has good theoretical guidance and reference value.

Second, research methods. The research method of the whole book "Fundamentals of Pedagogy" is reasonable and applied appropriately. After reading the whole book, it is concluded that through the comprehensive use of various research methods, the content of the book is simple and easy to understand and logical, so that readers can quickly understand and master the theoretical content. There are three main research methods involved in the book. The first is conceptual analysis. By systematically elaborating the relevant elements of education and pedagogy, we can help clarify the relevant concepts of pedagogy. This research method conforms to the logical norms of textbook compilation, and can help learners lay a good theoretical foundation, while expanding and extending the connotation. The second method is comparative study. Based on the strategy of comparative analysis, this paper discusses the executors and participants of educational activities, compares the development process of education at home and abroad, and puts forward good suggestions for the reform of China's educational development. The third method is literature sorting. By sorting out and summarizing the abundant research literature, a scientific and reasonable overall framework is established, and sufficient arguments are provided to support the proposed arguments, so as to enrich the research content of the whole book.

Thirdly, study the value level. The study of the book Fundamentals of Pedagogy closely links theoretical knowledge with practical operation, and endows the textbook with good theoretical value and practical significance. The background of the foundation of pedagogy is the compilation of excellent textbooks. Therefore, in the process of compilation, a comprehensive, systematic and profound elaboration and analysis should be carried out around the main body of educational theory. On the one hand, to enable learners to quickly understand and grasp the basic theory of pedagogy is conducive to the initial cultivation of educational research awareness and research literacy. On the other hand, Fundamentals of Pedagogy systematically elaborates the specific problems of educational practice, such as curriculum design, classroom teaching, class management, etc. Through the scientific and reasonable analysis of the practice and direction at the practical level, it helps learners to expand their cognitive understanding of educational practice. It can be seen that Fundamentals of Pedagogy can actively promote the development of theoretical research, teaching practice and personnel training of pedagogy. In a word, based on the micro level, this paper explores the related issues of education and teaching, thus reflecting the theoretical and practical value of comprehensive research on the educational function.

#### **4. Conclusion**

Theoretical knowledge is the basic link in carrying out practical activities, which needs to be constantly enriched and improved. The basic theory of pedagogy also plays an important role in the design and planning of educational activities, so as to achieve the educational goals. In this regard, the article uses literature induction and case studies to discuss the relevant issues of the basic theory of contemporary pedagogy. It is found that the research on the basic theory of contemporary pedagogy has made some progress, and the overall research ideas and development directions have outstanding functions and clear values.

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