

The Construction of Educational Punishment in Class Life

--the Perspective of Moral Due

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Abstract: in Class Life, It is One of the Important Ways to Promote Students' Moral Growth for Teachers to Correct Students' Moral Mistakes by Constructing and Implementing Educational Punishment. the Educational Punishment Should Be Due to the Students' Moral Negligence, Which Should Be Exempted from the Punishment of Poor Academic Performance and Pursuit of Personal Life Ideal, and Prevent the Punishment of Humiliating Students' Body and Mind in Order to Maintain the Abuse of Teachers' Authority. What Students Deserve is the Guidance Criticism or Punishment of Their Moral Mistakes. in This Way, We Can Ensure the Proper Use of Punishment. to This End, We Shou Ld Establish the Principle of Moral Due, Consider the Specific Educational Situation in the Specific Implementation, Practice the Principle of Care, Also Teachers and Students to Establish Class Norms.

1. Introduction

In Class Life, Punishment is a Kind of Moral Education Means Commonly Used by Class Teachers. Its Purpose is to Correct Students' Wrong Behavior, Make Them Form Correct Behavior and Keep It Consistent. However, in Practice, Severe Punishment Methods Such as Corporal Punishment Are Often Used to Hurt Students, Cause Parents' Emotional Response and Arouse Scholars' Criticism. Therefore, the Legitimacy of Punishment is Increasingly Questioned. So, is It Necessary to Punish in Class Life? If So, What Kind of Ethical Defense Should Be Given? What Kind of Punishment Should It Be? from the Perspective of Moral Due, This Paper Examines and Reflects on the Legitimacy of the Basis and Content of Punishment, and Tries to Construct the Educational Punishment in Class Life.

2. What is Moral Due?

Due is an ancient concept of justice. Combining common sense and philosopher's view, due means that a person should be rewarded or punished for his own behavior [1], so due is deserved, and the key is that the treatment should be symmetrical with the behavior and consequences of the subject himself.

In the field of education, education justice requires education to treat people properly and justly. According to the purpose of education, we should guide people to realize the sound development of their own spirit, treat people properly in a negative sense, that is, to protect children from humiliation, arrogation, and safeguard their legitimate rights, freedom and dignity; in a positive sense, we should help, guide and love children, and promote their moral growth. Therefore, from the perspective of due, education to treat people properly includes not only "reward for efforts and moral actions", but also "corrective punishment for mistakes" [2], which is a moral obligation for education, a due right for the educated as the main body, and a need for their own sound development. In this sense, the principle of due belongs to the category of educational justice, which constitutes the principle of treating the behavior of the educated justly.

The key is whether the punishment as moral due is really due to children's wrong behavior? What do you deserve? How is this kind of due imposed on students? That is, whether the basis, content and application way of due can stand the ethical defense, and whether it is just?

3. Punishment in Class Life and Its Analysis

To examine the punishment in class life from the perspective of moral due, although the punishment methods are different, they all reflect some common problems.

3.1 Dissimilation of Punishment Purpose and Essence

The purpose of education is to make people grow up, cultivate children's sound personality and pursue excellent virtue. The purpose of punishment should be consistent with it. Such punishment is necessary. The implementation of punishment is not only to correct students' moral behavior mistakes, but also to guide students to reflect on their behavior mistakes, find the right or proper reasons and ways of action, so as to obtain spiritual change and renewal, which is a part of human growth and conforms to the well-being of students. However, in reality, the punishment of teachers is often to deny their behavior simply, even to deny or even insult the students' body and personality. Its starting point is either to punish for punishment, or to maintain the authority of teachers, so that punishment, as Ian said, becomes the control technology of shaping behavior obedience, rather than the sound personality development of students.

3.2 Punishment is Based on Violating the Authority of Teachers

According to Kant, "If punishment is imposed not because evil deserves it, but for any other reason, then such punishment is extreme immorality, shameful injustice and odious sin, not any fame it claims to be." [3] punishment should be due to the wrong moral behavior of children, "which is the root of the justice of educational punishment." [4]

However, in the practice of class life, teachers often confuse the boundary between justice and authority will, because students violate their authority and punish them. Such punishment is full of arbitrariness, not to guide children to correct their mistakes, but to establish the authority of teachers themselves. The consequences of this kind of punishment can be imagined: on the one hand, it oppresses and violates the freedom and rights of children; on the other hand, it makes extremely bad demonstration.

3.3 The Norms on Which Punishment Are Unreasonable

Punishment is usually based on whether a student's behavior violates the rules or discipline. The norm is the legitimate and reasonable common stipulation of class life, which is to guide every member's behavior, to make it good, and ultimately conducive to the realization of the common well-being of the class. Of course, we need to abide by it. If we violate it, it will hurt the interests of others, and we should be punished.

In a class with the supreme authority of a head teacher, the class norm is usually a single transmission of the head teacher's will. The norm formed in this way is usually the undoubted representative of the authority to strictly regulate the students' behavior, requiring the students to strictly abide by all rules and regulations, without thinking whether it is reasonable or not, once it is violated, it must be severely punished. Even if teachers and students discuss the norms together, but it damages the personal rights of students, it violates the moral value, and there is no deserved punishment for not complying with such norms.

3.4 Take the Bad Result of Unethical Behavior as the Object of Deserved Punishment

Education punishment is a kind of moral means, which points to the wrong behavior that damages the public welfare of class life, and the bad result of unethical behavior should not be punished.

In reality, teachers usually punish the mistakes and results of unethical behaviors. The most common is that the mistakes in cognitive field or learning behavior lead to poor academic performance, wrong exercises and other bad results, so they are punished to copy the text dozens of times and stay in school. Learning outcomes are a combination of many complex factors, such as talent, educational conditions, etc. Therefore, students' bad results in learning do not involve morality, not only deserve no punishment, but also deserve sympathy and help.

3.5 Punishment for Trespassing in Private Life

Class is a mixture of private and public. In the field of public life, we should maintain the public welfare and follow the principle of limited rules; “adhere to the principle of personal interests and free choice priority in the personal field” [5] children's negligent behaviors in class life, such as interrupting the classroom teaching order with unreasonable speech in class, which violate the public life order and damage other students or common interests, deserve punishment. However, the field of students' private life is exactly the field of personal freedom regulated by education justice. Students have their own interests and hobbies. What choices they make in the field of personal life are their personal freedom rights as the main body, which should be respected and should not be punished in any form.

3.6 Can't Distinguish between Intentional and Unintentional Fault and Misuse Punishment

In class life, it is of great significance to distinguish intentional and unintentional motivation of students' fault behavior. If there is intrinsic motivation or subjective desire to make a mistake, it is intentional fault, such as bullying on campus, which deserves more punishment. However, students' moral negligence has specific characteristics, that is, students are at different levels of moral development, which may cause them to make wrong behaviors and cause moral adverse consequences, but they are not intentional in motivation, or students make behaviors beyond their moral development level, so this kind of unintentional behavior on motivation has accidental characteristics and should be corrected, but not Severe punishment is needed.

3.7 Implement Humiliating Punishment

The purpose of punishment is to correct the moral negligence, which is instructive and ultimately points to the development of students' moral personality. This is the most fundamental reason for punishment to be ethically justified in education. Therefore, punishment forbids any humiliation to students' personality, dignity, body, spirit, etc.

In the reality of class life, teachers often look for rationality for humiliating punishment such as corporal punishment under the banner of “good for students”. Corporal punishment is to inflict pain on students' body, to dethrone and injure their personal personality and mind, to cause students' positive self-identity in community life, and to lose faith in themselves and the world. “If a child is often subjected to corporal punishment, it is devastating for the sound development of his personality.” [8] corporal punishment is unjust for whatever reason. Therefore, students' moral negligence should not be punished, which is the bottom line of education ethics.

4. Constructing Educational Punishment Based on Moral Due

4.1 Establish the Educational Punishment Based on the Principle of Moral Due

First of all, we should establish the principle of moral due. The purpose is to correct the basis and content of improper punishment, so as to build a just educational punishment and promote the growth of children's morality and the cultivation of a sound personality.

As mentioned above, due is the distribution of benefits or burdens in line with the behavior and consequences of the person. Therefore, in class life, the right actions should be encouraged and praised, while the wrong actions should be educated. As far as punishment is concerned, it should be aimed at students' moral wrong behaviors, and give them instructive criticism or punishment. Such punishment is just morally deserved. To establish this principle, it is necessary to exclude the use of bad results such as poor study as the object of punishment, to restrict the use of education authority by teachers to punish students arbitrarily and arbitrarily, and to absolutely prohibit any form of humiliating punishment on students in body and spirit, so as to prevent the abuse of punishment. To establish this principle, we need to construct educational punishment, which is the guiding correction of moral wrong behavior and the fundamental purpose is the well-being of students.

legislate and enforce the law together. Students will not think the rules are the embodiment of the authority of teachers, so they can abide by the law together to a great extent. Of course, because students of different ages have different moral cognition or judgment ability, teachers should play a guiding role, otherwise it is likely to occur in the above situations, even the common agreement may be unreasonable norms.

4.2.5 Reasonably determine the types and methods of punishment

What kind of punishment should be chosen must be consistent with the deserved basis, that is, students' wrong behavior. Educational punishment should be educational in the first place, pointing to the well-being of students and public life, and instructive in the second place, aiming to guide students to correct their wrong behaviors and finally to understand the proper and correct behaviors

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