



On The Problems, Causes and Strategies of Primary School Teachers in Implementing the Purpose of Education

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Abstract: The implementation of educational purpose not only affects teachers' view of educational purpose, but also affects student learning and development. Taking the historical evolution of China's educational purpose concept since the founding of New China as the logical starting point and combined with the background of the rapid development of the current society, the analysis finds that teachers, especially primary school teachers, have problems such as unclear grasp of the connotation of educational purpose, conflict with national educational purpose, and loss of their own educational purpose. Through the attribution analysis of its problems, combined with the ideological connotation of the national educational purpose, the corresponding application countermeasures to solve the problems are proposed, so as to promote the healthy growth and all-round development of students.

Keywords: Educational Purposes; Primary School Teachers; All-Round Development

1 INTRODUCTION

As the starting point and destination of educational activities, educational purpose not only determines the practice trend of educational activities [1], but also affects teachers' view of educational purpose and students' learning and development. However, with the development of the times and the changes of society, teachers at this stage, especially primary school teachers in the stage of basic education, cannot effectively combine theory and practice in the process of implementing teaching, implement it into their daily education and teaching, and idealize the theory too much, and cannot effectively achieve the educational purpose of truly promoting the all-round development of students' morality, intelligence, physique, beauty, and labor. Therefore, it is necessary to re-examine the

evolution of China's view of educational purpose, analyze the problems and reasons for the implementation of educational purpose by primary school teachers in China, and truly promote the all-round development of students' morality, intelligence, physique, beauty, and labor.

2 THE HISTORICAL EVOLUTION OF CHINA'S VIEW OF EDUCATIONAL PURPOSE SINCE THE FOUNDING OF NEW CHINA

By sorting out the concept of educational purpose in China since the founding of New China (see Table 1), the following points can be obtained:

TABLE 1 THE HISTORICAL EVOLUTION OF CHINA'S VIEW OF EDUCATIONAL PURPOSE SINCE THE FOUNDING OF NEW CHINA

Time	file	Expression
1957	"On the Correct Handling of Contradictions Among the People"	To enable the educated to develop morally, intellectually, and sports, and become educated workers with socialist consciousness.



1982	Constitution of the People's Republic of China	The State fosters the all-round development of young people, adolescents and children in morality, intelligence and physical fitness.
1986	Law of the People's Republic of China on Compulsory Education	Compulsory education must implement the state's educational policy, strive to improve the quality of education, enable children and teenagers to develop morally, intellectually and physically, and lay a foundation for improving the quality of the whole nation and cultivating socialist talents with ideals, morality, education and discipline.
1993	Outline of China's Educational Reform and Development	Education must serve the socialist modernization drive, must be integrated with production and labor, and cultivate builders and successors of all-round moral, intellectual, and physical development.
1995	Education Law of the People's Republic of China	Education must serve the socialist modernization drive, must be combined with production and labor, and cultivate the builders and successors of the socialist cause with all-round development in moral, intellectual, and physical aspects.
1999	Decision of the Central Committee of the Communist Party of China and the State Council on Deepening Educational Reform and Comprehensively Promoting Quality Education	The implementation of quality education is to comprehensively implement the party's education policy, take improving the quality of the people as the fundamental purpose, focus on cultivating students' innovative spirit and practical ability, and create builders and successors of the socialist cause of all-round development of morality, intelligence, physique, and beauty with ideals, morality, education and discipline.
2001	Decision of the State Council on the Reform and Development of Basic Education	Education must serve socialist modernization and the people, and must be integrated with production, labor, and social practice, so as to cultivate builders and successors of the socialist cause with all-round development such as morality, intelligence, physique, and beauty.
2010	Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020).	Comprehensively implement the party's education policy, adhere to the principle that education serves socialist modernization construction and the people, combines it with production labor and social practice, and cultivates socialist builders and successors with all-round development of morality, intelligence, physique, and beauty.
2012	Resolution of the Report of the 18th National Congress	Persist in serving education for socialist modernization and the people, regard the cultivation of people with virtue as the fundamental task of education, comprehensively implement quality education, cultivate socialist builders and successors with all-round development of morality, intelligence, physique, and beauty, and strive to run an education satisfactory to the people.
2015	Education Law of the People's Republic of China (Revised Edition)	Education must serve socialist modernization and the people, integrate it with production, labor, and social practice, and cultivate socialist builders and successors with all-round development in moral, intellectual, physical, and aesthetic aspects.
2021	Education Law of the People's Republic of China (Revised Edition)	Education must serve the socialist modernization drive and the people, and must be integrated with production and labor and social practice to cultivate socialist builders and successors with all-round development of morality, intelligence, physique, beauty and labor.

First of all, from the perspective of target positioning, cultivating "laborers", "talents", "builders and successors" is the macro expression of what kind of people to cultivate in China's

educational purpose. Before the Cultural Revolution, cultivating "laborers" was the most authoritative expression; In the 80s of the 20th century, cultivating "talents" became a common term;



20 From the 90s of the 20th century to the present, the cultivation of "builders and successors" has become an official term [2]. It can be seen that in the goal of cultivating talents, the purpose of education in our country is actually based on social needs, and it is necessary to cultivate builders and successors who serve socialist modernization, which has a distinct political and contemporary character.

Secondly, from the perspective of the quality specifications of cultivating talents, from the initial cultivation of "people who have developed morally, intellectually, and physically" to "the builders and successors of socialism with 'four haves'", and then to the current "socialist builders and successors who have developed in an all-round way in terms of morality, intelligence, physique, beauty and labor" [3]. It can be seen that the purpose of education in China roughly belongs to the individual-oriented view of educational purpose, but it overemphasizes the comprehensive development of people, relatively ignores the process of people's comprehensive development to highlight the development of human personality, and then refine the implementation of school training goals, curriculum goals and other aspects will cause teachers in educational practiceThe phenomenon of carrying out a series of irrelevant activities to cultivate well-rounded students, this kind of education and teaching for the purpose of cultivating students' all-round development is actually not in line with the laws of students' physical and mental development.

Finally, from the perspective of the function of education, education has had a dual function since its inception, that is, ontological function and social function. However, the realization path of educational function is generally to promote the realization of its social function on the basis of the full development of ontological function [4]. However, from the perspective of the goal orientation of the current view of educational purpose, too much attention is paid to the social function and value of education, and the ontological function of education is relatively ignored. Too much emphasis is placed on the all-round development of the individual, and the development of the individual's personality is relatively ignored. This will lead to too utilitarian, short-sighted and one-sided education, making teachers, especially junior high school and primary school teachers in the stage of compulsory education, pay too much attention to students' "moral, intellectual, physical, aesthetic and labor" when implementing the national education purpose Ignoring students' personality development and differential development, it is difficult to cultivate students' creative ability, innovative spirit and core literacy.

3 PROBLEMS IN THE IMPLEMENTATION OF EDUCATIONAL OBJECTIVES BY PRIMARY SCHOOL TEACHERS

3.1 PRIMARY SCHOOL TEACHERS DO NOT HAVE A CLEAR GRASP OF THE CONNOTATION OF THE PURPOSE OF EDUCATION

Throughout the expression of the purpose of education in China, it has evolved from "laborer" and "four new people" to "builder and successor". Objectively speaking, the orientation of the educational purpose of New China on the cultivation of various "talents" with the nature of citizens is a huge progress [5]. However, people, especially primary and secondary school teachers in the stage of compulsory education, have raised questions about this: First, why the purpose of education is to talk about all-round development without highlighting personality development, and why does it only mention the "four haves" character without emphasizing the spirit of innovation [6]. Second, why does the purpose of education stipulate the cultivation of "talents" rather than "people" who serve social modernization, is this not to attach importance to the external social instrumental value of education and ignore the intrinsic humanistic development value of education [7]. Some primary and secondary school teachers believe that the purpose of education in our country is defined as "laborer", "builder and successor", etc., "does not show the difference between educational activities and other social activities." In other words, the qualitative difference between the educated and the uneducated is not reflected"[8]. These fundamentally reflect that China's primary and secondary school teachers do not have a clear grasp of the thinking and connotation of the national educational purpose, cannot clearly understand the relationship between the personal standard and the social orientation of the educational purpose, and there are deviations and improper understandings of "people" and "talents".

3.2 THE PURPOSE OF NATIONAL EDUCATION CONFLICTS WITH THE PURPOSE OF PRIMARY SCHOOL TEACHER EDUCATION

In modern society, countries generally regard education as the foundation for national prosperity. China proposes to put education in a strategic position of priority development, so the proposal and implementation of the national educational purpose is in line with the objective law of social development and is necessary [9]. The implementation of the national educational purpose needs to be through the intermediary of teachers, but because China's "all-round development" of the educational purpose in the actual implementation of primary school teaching, there is still "too much pursuit of the all-round development of primary and secondary school students" Phenomena such as "increasing various activities that have no practical meaning" have led to conflicts between teachers' educational values and educational purpose concepts and national educational objectives, resulting in a situation in which the national educational objectives are inconsistent with teachers' teaching reality. Fundamentally, primary school teachers themselves have not seriously examined their own educational values and educational purpose views, have not formed their own unique views on education and teaching, and cannot flexibly put forward corresponding purposes according to daily teaching situationsImplement their own educational purpose into classroom teaching.

3.3 THE LOSS OF THE VIEW OF PURPOSE IN PRIMARY SCHOOL TEACHER EDUCATION



In the process of implementing the educational purpose of primary school teachers, there are not only problems such as unclear grasp of the connotation of the educational purpose, the conflict between the national educational purpose and their own educational purpose, but also the problem of primary school teachers' own view of the educational purpose. With the rapid development of society and fierce social competition, this impact not only exists among high school students and college graduates, but even spreads to primary and secondary schools. The "rat's eye" type of educational purpose and the "just around the corner" type of educational purpose formed by many teachers under this situation [10] seriously deviate from their own view of educational purpose and original intention of education. The loss of the concept of purpose of primary school teachers' education will not only affect the professional development of teachers themselves, but also have a negative effect on students' personality development and all-round growth. Although with the promotion and implementation of the "double reduction" policy, the academic burden and extracurricular tutoring burden of primary school students have been reduced to a certain extent, the loss of primary school teachers' educational purpose and the deviation of value orientation will also cause huge academic and psychological problems to primary school students burden.

4 ATTRIBUTION ANALYSIS OF PROBLEMS IN THE IMPLEMENTATION OF EDUCATIONAL OBJECTIVES BY PRIMARY SCHOOL TEACHERS

4.1 UNCLEAR GRASP OF THE CONNOTATION OF THE PURPOSE OF EDUCATION - MISUNDERSTANDING OF "PEOPLE" AND "TALENTS" IS BIASED AND INAPPROPRIATE

From the perspective of educational practice, primary school teachers' lack of grasp of the connotation of educational purpose is the deviation and impropriety of teachers' understanding of the two corresponding concepts of educational purpose and training goal, and "people" and "talent".

First, the relationship between the purpose of education and the goal of cultivation. The relationship between them is that the purpose of education contains the goal of cultivation, and the goal of cultivation is the embodiment of the purpose of education. In the process of implementing education and teaching, primary school teachers should not generalize the training goals and integrate the educational objectives, but should integrate the educational objectives with the school training objectives according to the characteristics and reality of school education and teaching, and form their own view of educational purposes to guide and implement educational practice.

Second, the relationship between "people" and "talents". The "people" cultivated by the purpose of education are a macro-level concept, and the "talents" cultivated by the training goal

are composed of various professional workers at all levels, such as "laborers", "builders" or "successors". The various levels and types of "human resources" referred to in the training goals support the existence of generalized "people" referred to by the educational goals [11]. Therefore, teachers should correctly understand and clarify the relationship between the "people" cultivated by the educational purpose and the "talents" cultivated by the school's training goals, and run their own educational philosophy through it to promote the development of students in an all-round and all-round way.

4.2 THE CONFLICT BETWEEN THE PURPOSE OF NATIONAL EDUCATION AND THE PURPOSE OF PRIMARY SCHOOL TEACHER EDUCATION - LACK OF ITS OWN UNIQUE EDUCATIONAL VALUES AND EDUCATIONAL CONCEPTS

The conflict between the national educational purpose and the educational purpose of primary school teachers is actually the lack of unique educational values and educational concepts that follow the times. The purpose of national education is the educational purpose that all types of schools and teachers at all levels should implement and implement, and it is necessary to rely on the intermediary of teachers in the training goals, curriculum objectives and classroom teaching of each school. If schools and teachers only follow the national educational objectives, guidelines and policies and follow the textbook, and remain unchanged, the national educational purpose of "cultivating socialist builders and successors with all-round development in moral, intellectual, physical, aesthetic, and labor aspects" will be reduced to form and appearance, so that the compulsory education stage will still not be able to escape the cage of "examination-oriented education", schools at all levels have the same characteristics, curriculum focus on form and other serious problems. Therefore, teachers in the compulsory education stage should have their own unique educational values and educational concepts, keep up with the pace of the times and society under the guidance of the national educational goals, guidelines and policies, and promote the all-round and healthy development of students.

4.3 LOSS OF THE PURPOSE OF PRIMARY SCHOOL TEACHERS' EDUCATION - DEVIATION FROM EDUCATIONAL VALUES

In today's competitive society, schools, society and parents have high expectations of their children from primary school to university graduation. It is the influence of these environments and their factors that make teachers in the compulsory education stage believe that education is for further education, and the value of education lies in helping students obtain "admission papers" to prestigious schools. This instrumental rationalist value directly or indirectly affects teachers' view of educational purpose, and on this basis, the concept of educational purpose of teaching for further education and teaching for high grades is derived [12]. Such educational values are contrary to the physical and mental growth of students, especially those in the compulsory education stage, and are not only detrimental to the



all-round development of students, but also hinder the development of students' personality. Therefore, as teachers, especially primary school teachers in the compulsory education stage, they should establish correct, positive and healthy educational values and educational concepts, and get rid of the "rat's eye" type of educational purpose view, "just around the corner" type of educational purpose view, which deviate from the essence of education and the original intention of education, return education to its essence and reconstruct the education ecosystem.

5 ELEMENTARY SCHOOL TEACHERS APPLY MEASURES TO IMPLEMENT EDUCATIONAL OBJECTIVES

5.1 SCIENTIFIC UNDERSTANDING OF THE CONNOTATION AND THOUGHT OF EDUCATIONAL PURPOSES

The reason why primary school teachers do not have a clear grasp of the connotation of the purpose of education is due to the deviation and improper understanding of the purpose of education and the goal of training, the "people" cultivated by the purpose of education and the "talents" cultivated by the training goal. The purpose of education in our country points to the development of a complete "person" and the ultimate concern for human beings; The cultivation goal under the purpose of education points to the cultivation of specific "talents", which is a pertinent concern for a specific era[13]. Therefore, primary school teachers need to scientifically understand the connotation and thought of China's educational purpose from the perspective of "integration", and not only grasp the ultimate concern for "people" pointed to by the educational purpose from a macro perspective. Implement the connotation of educational purpose into their own educational philosophy and classroom teaching, and promote lifelong learning and all-round development of primary school students; It is also necessary to specifically grasp the appropriate attention to "talents" of the school pointed to by the training goal from the micro level, combine the school's training goal with its own educational philosophy, and specifically implement it in each teaching, so as to truly promote the individuality and comprehensiveness of primary school studentsEffective development.

5.2 EFFECTIVELY INTEGRATE THE UNIFIED RELATIONSHIP BETWEEN THE NATIONAL EDUCATIONAL PURPOSE AND THE EDUCATIONAL PURPOSE OF PRIMARY SCHOOL TEACHERS

The purpose of national education is to put forward the overall requirements for cultivating people in line with social development and construction from the national level and perspective, while the educational purpose of primary school teachers is to combine schools under the requirements of the unified educational purpose of the stateThe training goals and

the characteristics and laws of primary school students' physical and mental development are proposed to guide classroom teaching and educational practice. Not only is there no conflict between the two, but there is a certain unity and interconnection. Therefore, primary school teachers should actively and effectively integrate the unified relationship between the national educational purpose and their own educational purpose, and cultivate for the country and society under the requirements of the unified educational purpose of the state." Socialist builders and successors with all-round development in moral, intellectual, physical, aesthetic, and labor aspects", to promote lifelong learning and all-round development of primary school students; Secondly, teachers should construct their own unique educational purpose concept and educational concept under the regulation of national educational objectives, and put forward a specific training purpose and goal to guide classroom teaching and educational practice by combining the school's training goals and the characteristics and laws of primary school students' physical and mental developmentTo foster students' distinctive personalities while promoting their all-round development.

5.3 EFFECTIVELY STRENGTHEN THE RETURN OF PRIMARY SCHOOL TEACHERS' VIEW OF PURPOSE IN EDUCATION

In the face of a highly competitive society, parents' high expectations of students from an early age, and the realistic impact of examination-oriented education, teachers' view of educational purpose has gradually changed the essence of education, so that it has appeared." Utilitarian and short-sighted views of educational purposes such as "rat eyes" type and "just around the corner" type. The concept of purpose of teacher education, especially the establishment of the view of the purpose of primary school teacher education, is a very serious issue, if the view of primary school teachers' educational purpose is in a state of contradiction or fault, it will lead to the bias of educational practice. Especially for primary school students in the early stage of physical and mental development, it will not only lead to confusion in students' learning motivation and loss of interest in learning, but also detrimental to the healthy development of students' physical and mental health. Therefore, as the main position of teacher education practice, it is necessary to strengthen the return of teachers, especially primary school teachers, to the concept of purpose in education, such as through regular school teacher education and training, educational seminars, home-school cooperation seminars and other forms effectively lead teachers' view of educational purpose to return to the essence of education, and their concept of educational purpose can return to the basics[14]. At the same time, teachers should also improve their own view of educational purpose, and update it in a timely manner by reading famous books, actively participating in teacher exchange seminars inside and outside the school, and closely following the guidance of national education policiesImprove their utilitarian and short-sighted view of educational purpose, return to the essence of education, and truly cultivate students' ability to learn effectively and lifelong learning. Promote the all-round development of students.



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