

Huaichen Hu 's Chinese Teaching Thought and Practical Effect

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Abstract

Huaichen Hu has made outstanding contributions to modern Chinese education. His Chinese teaching thought is influenced by regional culture and family origin. The graduation and entry into the Commercial Press of Nanyang Middle School is an important time node for the accumulation, exploration and maturity of Chinese teaching ideas. In many years of Chinese practice, he has established the concept of attaching importance to extracurricular reading, put forward the idea of writing teaching that pays equal attention to practicality and students ' subjectivity, and practiced the idea of ' giving consideration to both integrity and academicity ' in classroom teaching. Its research can provide enlightenment for the moment to ' talk about professional knowledge first, then discuss educational concepts ' and ' pay attention to self-education and do effective Chinese education '.

Keywords

Huaichen Hu; chinese language teaching; ideological connotation; realistic effectiveness.

1. Introduction

Huaichen Hu is a well-known educator in modern times and has made important contributions to the scientification of Chinese education. At present, the research on his teaching thought focuses on the elucidation of the teaching thought of a single book, and does not mention the whole process of the development of his teaching thought, and the cited literature does not cover other Chinese teaching works. It is unfair to cover the surface with points. Based on Hu 's life experience and works, this paper analyzes the development process and content of Chinese teaching thought, and expounds its practical significance.

1.1. The development process of Huaichen Hu 's Chinese teaching thought

Huaichen Hu was born in Jingxian County, Anhui Province. Since the Qing Dynasty, the high density and group appearance of the famous scholars of Puxue in this area has brought a strong Puxue culture to southern Anhui. The cultural atmosphere of " historical facts and textual research " has profoundly influenced Huaichen Hu 's academic methods. In the discussion of the " Mozi country issue " [1] in the last century, the way of argumentation is the best example. The enlightened and re-educated family environment created conditions for Huaichen Hu 's solid foundation of old learning. Hu 's one, Junjie generation. The ancestors ' Hu Chenggong and Hu Shiqi ', their fathers and brothers are the representatives of Anhui Puxue. Although the Hu family was deeply influenced by traditional culture, the family did not ask their son to strive for the imperial examination to shine a light on the family. When Hu withdrew from the imperial examination, Hu 's father did not reprimand him. After that, the family encouraged Hu to go to Shanghai for a new education. The strong regional culture and the family atmosphere of emphasizing learning and rejuvenating literature have laid a solid foundation for Hu 's Chinese teaching thought.

Children 's enlightenment to Nanyang Middle School is the accumulation period of their teaching ideas. The enlightenment is done by family members. 'From the first understanding of heaven and earth people and so on, until the long argument, in addition to parents and brothers,

did not ask outsiders to do Mr. ' [2]. The relaxed family learning atmosphere makes it quickly form a unique learning method-copying books, and even in his own writings, he is also praised. In 1905, Huaichen Hu went to Nanyang Middle School to study. The new learning experience, while expanding the academic vision, also profoundly affected Hu 's learning methods and teaching status after entry. So that 30 years after graduation from Nanyang Middle School, we can still clearly recall the intellectual teaching scenes of ' Wang Peisun, Xu Sumin, Tang Jicang, Ren Liancheng ' [3].

Nanyang Middle School 's graduation was the exploration period of Hu 's Chinese teaching thought. During this period, he successively served as the editor of the " Chinese People 's Daily " and other newspapers and periodicals. In addition to his work, he worked quietly in the fields related to Chinese education such as novels, literature, and comparative poetics. A large number of works have been published successively, laying a knowledge foundation for later Chinese teaching ideas. Since 1919, he has taught Chinese in the Second Normal School of Jiangsu Province and Shenzhou Girls ' School. Until his death, he did not leave the teaching line. In addition to teaching, there is a lot of reflection. In the process of continuous reflection and practice, it is a year that sporadic Chinese teaching monographs such as ' Chinese extracurricular handouts ' " medium simple composition grammar ' " began to appear. The number of works in this period is small and the time span is large. Compared with the later works, the value of the works is relatively small.

From 1924 to his death, it was the mature period of his Chinese teaching thought. In that year, he was invited by Wang Yunwu to work in the Chinese Department of the Commercial Press to edit textbooks with Zhu Jingnong and other famous scholars. On the basis of the precipitation and early accumulation of many years of front-line teaching, coupled with the strong cultural atmosphere of the Commercial Press and the influence of the firm original intention of education, Hu 's views on Chinese education are more comprehensive and profound. A large number of Chinese works praised by later generations, such as " composition research " using punctuation marks, came out successively during this period.

Having both the old academic skills and the new school experience, after completing the study of teaching theory, he can reflect on the first-line teaching, so that his educational experience makes his teaching thought lasting. Wang Senran talked about the gap between teaching theory and teaching practice before and after the May Fourth Movement in the " preface " of the " Outline of Chinese Teaching in Middle Schools. " Teachers who are rich in first-line teaching experience reject or even resist new theories and methods ; a few scholars who sing the new theory, in the case of not fully understand the school teaching, rashly to guide the first-line teaching, the result can only be the opposite. ' The combination of educational theory and teaching practice makes Hu stand out from the front-line teachers. Compared with contemporary educators such as Chen Zhu, Hu paid more attention to writing skills, taught for a longer time, had richer teaching experience and more vigorous teaching ideas. This may be one of the reasons why Hu 's works still have vitality after a hundred years.

2. The Main Content of Huaichen Hu 's Chinese Teaching Thought

Hu believes that ', ' we need Chinese, because the text is a tool to express their opinions or feelings instead of language '. 'All Chinese people are free to read and write ' is the only standard of Chinese teaching ', ' [4]. His Chinese teaching thought can be summarized as follows:

2.1. Extracurricular Reading : Reading is the gateway to learning

Hu believes that reading is ' for ' learning ', learning knowledge, self-cultivation, and implementation (practical action) ' [5] is the main content. Compared with studying, reading cannot include ' practice '. Therefore, reading is not a substitute for learning, reading is only the

first step of learning. For students, only the written language materials accumulated after a lot of reading can give 'implementation' directional guidance. The amount of reading provided by the school alone can not reach the standard, so it is particularly important for students to carry out extracurricular reading independently. Based on this, Hu provided the following suggestions :

Reading materials-categorized. What you need, what to read. For example, in terms of the form of learning composition, Liang Qichao and Hu Shi are the best. In terms of composition thought, read some books of composition theory, such as ' general composition grammar '. In terms of personality cultivation, ' Xi 'an Half Moon ' and biographies of ancient and modern Chinese and foreign celebrities are the best materials.

Reading method- ' each book reading method and each person reading method ' [6]. Hu believes that there is no fixed reading method that can be applied to all books and all people, so he advocates ' each reading method of each book and each reading method of each person '. What is ' the reading method of each book ' ? For the literature books, such as poetry, to read, and even can recite it is not impossible ; systematic and rigorous books, to turn page after page, can not skip reading ; ancient books should be seen with a modern perspective, not by the book. ' What is ' everyone reads ' ? It should be read according to individual identity and needs. For writers, they only need to understand the meaning of the text, and do not need to get a precise explanation, such as Tao Yuanming 's " not seeking much understanding. " However, for scholars who specialize in research, they must ' be careful ' and have to bite the words.

The standard of reading- ' Jing, Bo, Tong ' [7]. Not only do not let go of the words in the book, but also for the book errors, but also to correct, ' such as the Qing Dynasty Wang Niansun. This is the essence ; 'Learn a wide range of knowledge, no books do not read, ' such as the Qing Dynasty Yu Yue. This is Bo ; " " has two meanings, one is to read, and the other is to read all the books, making it a system, such as Huang Zongxi in the early Qing Dynasty, which is called " Tong. " 'Exquisite ', the disadvantage is narrow ; 'Bo ', lost in the flood ; 'Tong ', expensive in application. However, for ordinary people, these three points can not be forced to do, can do one of them.

Hu made a series of expositions on students ' extracurricular reading ' what to read, how to read, and how to achieve the effect '. He himself did so, as did educators in the same period and famous historians in history.

2.2. Composition teaching: both practicality and subjectivity

Hu believes that ' Mr. Hu Shi has made great contributions to the literary revolution, but he has not clearly defined the boundary between ' literature ' and ' composition ', so that there are too many poets and novelists, and the study of ' composition ' is considered to be too low in value and disdain for practice and research. However, the purpose of popularizing Chinese education is that everyone can write a composition and make a minimum of writing, not a writer. ' [8] Based on this, Hu focused most of his energy on the study of composition, and his reflection and advocacy of composition guidance methods are all practical.

To test the popular composition teaching ideas and methods with students ' actual performance. Some teachers think that ' reading more will write a good composition ', and Hu believes that the idea of ' reading and writing equal ' is to be discussed. 'Read others ' articles, practice in the mouth, not the brain ', so that in the actual teaching students often appear ' think of a meaning but can not write it, or write it out of others can not understand ' situation. At the same time, making notes and diaries is advocated by other Chinese educators. After two years of practice, it was found that most of the life in the school is stipulated, and the diary will be too rigid ; some students will be greedy for space and write casually ; there are teachers in the classroom, written in the diary ; because of the continuity of the diary, teachers will be difficult to manage the drawbacks of ' [9], so ' diary instead of composition is not a good way '.

Composition teaching should take "students go by themselves" as the destination. Based on the above discussion, Hu put forward a set of composition teaching procedures. This method starts from the topic selection of the composition until the correction of the composition. The whole process of composition teaching is discussed. First of all, there are ways for students to understand the meaning of composition to themselves and composition learning. Why write a composition? Because composition is a tool to express their thoughts, the practice of composition is divided into two aspects: essence and form, with emphasis on form. Secondly, in terms of composition content selection, it reflects the characteristics of 'walking from ' to '. The teacher can first provide the content, and then draw the scope to allow students to find their own writing content, and then provide students with the method of cutting the content of the composition. Finally, in terms of form, a series of improvement methods are summarized based on practice. Problems such as typos and incomprehensible sentences often occur to students. Hu proposed to strengthen the reduction of sentences, expansion of sentences, and practice. In addition to the above content, Hu also provides some of his own summed up the fragmented teaching experience, such as marking methods and so on.

If the professor of composition ignores the actual effect of the teaching method and the subjectivity of the students, the effect is inevitably opposite. The combination of the two may be the road of composition teaching.

2.3. Classroom Teaching: Both Flexibility and Academicity

The number of textbooks edited by Huaichen Hu is small, but years of first-line teaching experience have deepened the understanding of textbook selection and the role of teachers in classroom teaching.

2.3.1. The choice of teaching materials should vary from person to person and from place to place.

The cultivation of Chinese education is more about "people in people," rather than "people above people." We must also have to admit that for most students, they are more likely to become ordinary people in all walks of life after graduation. Textbooks affect students' knowledge structure and cognitive ability, and the choice of textbooks should form a joint force with students' future career needs. Therefore, it is particularly important to choose textbooks according to the needs of different students. During the period of the Republic of China, middle schools included agronomy, business schools, normal schools and other types. Therefore, 'Are the knowledge and skills that different students need to master in learning Chinese consistent? If they are different, it is not appropriate to use the same textbook to teach different students' [10]. At the same time, Hu thought that 'the corresponding teaching content should be selected according to the different objectives of Chinese composition teaching'. If you want to train the composition form, try to find the corresponding examples from the books. When there is content, it is not appropriate to only learn the form, and the content of the ideological level can be ignored. However, for students who have the dream of being a writer, literary books and articles should be read a lot' [11].

Choose classical Chinese textbooks according to different local conditions. It is an epoch-making event in the history of Chinese education to replace the classical Chinese teaching materials with the language teaching materials. The education decree has been promulgated, and the use of language teaching materials is not satisfactory due to the reasons such as 'teachers' old-fashioned thoughts, national language is not unified, and society still needs'. Huaichen Hu believes that 'at this time, the power is not in the educational institutions, but in society (or reality)' [12]. Therefore, he proposed some transitional measures. For example, 'some classical Chinese textbooks can be issued temporarily, but it must be made clear to editors that this is only a stopgap measure' [13]. After that, the actual circulation of stylistic textbooks and classical Chinese textbooks, as Hu expected.

2.3.2. Teaching needs profound knowledge, not empty talk.

Classroom teaching needs to have a taste of knowledge, which reflects the level of teachers' professional knowledge. Profound knowledge is the premise of teaching, which is mainly manifested in two aspects. At the level of teaching materials, it advocates "flexible" treatment of teaching materials and opposes the use of "machinery." If teachers have their own profound insights into composition teaching, the choice and use of teaching materials can be handed over to teachers, and there is no need for interference at the school level. At the level of teaching content, teachers need to have a correct understanding of the content they teach. In teaching, it cannot be considered that literary works have the meaning of teaching, ignoring the 'extremely worthless' practical style. Practical style is also a part of life needs. The students we cultivate, if they have the ability of literary appreciation, are good. But it must be clear that most students use more 'practical writing' after graduation.

Truth-based teaching, against 'singing high-profile' teaching. Hu firmly opposes "only good listening in teaching." [14] Such "singing high-profile" teaching not only promotes an unrealistic style of study, but also makes the teaching effect difficult to guarantee. Learning needs to work hard, but there are always students who like to take shortcuts and are unwilling to spend more time. 'Singing high-profile' teaching satisfies such students' improper learning attitude. Although students like it, the teaching effect is difficult to guarantee. Although the occurrence of this situation has a special background of the times, and Hu has not provided a solution at the school level, the teaching method of 'singing high-profile' has always existed and has never been recognized and accepted.

Compared with contemporary educators such as Ye Shengtao, Hu did not put forward the famous judgment and educational sayings, but the long-term stay in the first-line teaching practice made him aware of all kinds of problems in classroom teaching. I'm afraid that the teaching of high-profile singing still exists at present, which also reflects the value and significance of looking back at Hu's educational masters.

3. The Practical Effect of Huaichen Hu's Chinese Teaching Thought

It is true that today's reading and composition teaching and the scientific nature of textbook compilation are not what they used to be, but after a hundred years, when rereading Mr. Hu's writings, he is still convinced by some ideas and practices. When the "double reduction" landing becomes a hot difficulty, "teacher education concept" and "classroom teaching" are bound to become the main battlefield. Looking back at Hu's teaching thought, we can provide the following enlightenment for Chinese teachers:

3.1. First talk about professional knowledge, and then on the concept of education

The formation of educational concepts requires the accumulation of professional knowledge. Under the background of "double reduction," the concept of teacher education, which is based on values, students and teaching, is bound to change. The lack of professional knowledge can not form a correct view of education. We can't accept a lack of professional knowledge of language teachers talk about their own teaching concept, its content is also difficult to convince. On the basis of being familiar with this professional knowledge, a unique education and teaching thought is formed after precipitation. Huaichen Hu's teaching thought development process is so, Chen Zhu, Zhu Jingnong and other educators of the Republic of China are even more so.

The core part of Chinese professional knowledge has never changed. There are different definitions of 'Chinese professional knowledge'. Although different researchers have different biased discussions from different perspectives, in general, they are lingering in the two aspects

of 'Chinese subject and educational theory major'. It is sometimes very strange to turn over the famous stories of Chinese education. A person's occupation, the original professional and language subjects can be completely different, but actually in the language education professional achievements far more than the professional people, such as Mr. Li Jinxi. In his early years, he studied in Beijing Railway Specialty, graduated from Hunan Excellent Normal History and Geography Department, and taught geography after work. With such professional background and work experience, it is difficult to associate Mr. Li with the most outstanding leader in the early stage of modern Chinese. Behind the surprise, we can see Mr. Li's accumulation of 'professional knowledge' frost morning rain night and twilight morning clock. In the history of Chinese education, there are too many famous non-professionals who have made outstanding achievements in this major. Everyone is familiar with Lu Xun, Zhu Guangqian and so on. Engaged in Chinese education, whether intentional or unintentional, but consciously accumulate professional knowledge, should become a part of Chinese teachers' professional life consciousness. The formation and practice of conscious consciousness is not only the performance of the definition requirements of Chinese teachers, but also the requirements of teaching and educating people.

Do things quietly, do what you should do. At present, the academic research on the classification and system of Chinese professional knowledge is becoming more and more detailed. Researchers have done a lot of empirical research on how to accumulate and accumulate the key points before and after employment, and have achieved fruitful results. In this regard, do not elaborate. It is believed that the state, schools and work units provide a large number of opportunities to accumulate professional knowledge, so as to realize the professional development of Chinese teachers, whether in the student era or after entry. What is lacking at present is not an opportunity, but a cold bench to sit on and the original intention to withstand thousands of temptations. 'It is only afraid of the mirror is unknown, not afraid of things can not shine.' It is true that there are objective reasons such as insufficient energy in educational practice, but it is biased to regard objective reasons as the root cause of their own development. What we can do, must do, and can do is to take back the job burnout, stabilize the learning motivation, and mention the education passion.

3.2. Pay attention to self-education, do effective education

Education and self-education are mutually transformed and ultimately aim at self-education. Mr. Hu Dehai vividly described this process in the 'Pedagogy Principle' with the Taiji diagram. In the process of studying, a person first accepts the education of others. With the increase of age and experience, the consciousness of self-education gradually sprouts, develops and even dominates. In the process of educators' 'continuous' transmission' and educatees' inheritance', the dominant position of education is constantly changing from teacher-teaching to self-teaching. Whether it is the reading methods and concepts provided for students, or the design of composition teaching steps, Hu's teaching research has always been aimed at 'letting students learn'. Because of this, his teaching methods and concepts have been excavated by researchers. In fact, regardless of any discipline, self-education is always the ultimate destination of education in all disciplines.

Self-education is a key step to achieve 'teaching is to not teach'. For a hundred years, Chinese subject has been moving closer to students' life and experience from teaching objectives, teaching contents and teaching methods, in order to arouse students' interest in learning Chinese. However, the success of Chinese education should not be the unilateral efforts of educators, but the efforts and creation of students themselves. Mr. Ye Shengtao's "teaching is for not teaching" is an educational quote, and it is a profound expression of the relationship between "education" and "self-education." Only by completing the transformation of "teacher teaching" to "self-teaching" can Chinese teaching reach the ideal other shore.

Self-education has been advocated by ancient and modern educators, and the effect is remarkable. Abroad, the 18th century Swiss educator Pestalozzi put forward the educational concept of "let children become their own educators." After, the educational thoughts of educators such as Diesterweg and Froebel all have the connotation of self-education. In ancient China, from Confucius's "no indignation, no inspiration, no hair," Mohism not only requires teachers to teach actively, but also emphasizes the "active" teaching method of students' active learning, Taoism requires students to 'self', 'self', 'self', to achieve self-development and self-improvement of character, the self-education reflects the color of self-education. Nowadays, educational experiments and educational practices have shown the great effectiveness of Chinese education in practicing self-education. Researchers have conducted a four-year self-education experiment, and the results show that students have significantly improved in moral, physical, and intellectual education[15]. Wei Shusheng teacher is to 'self-education as an important goal of Chinese scientific management concept, requires students to take the initiative to read and write regularly every day, every week, every semester' [16], Wei teacher's teaching performance is well known.

Experience the spirit of curriculum standards, and explore teaching methods and methods in front-line teaching. The "Chinese Curriculum Standards for Compulsory Education (2022 Edition)" in the "Curriculum Concept" enhances the situational and practical nature of curriculum implementation and promotes the reform of learning methods, which clearly reflects the meaning of self-education. In fact, self-education in the past 'language curriculum standards' in the words of 'self-learning' to express the same meaning. For self-education, the predecessors of Chinese education have tried and worked hard, and have achieved fruitful results. In the last century, the 'emotional school' represented by teacher Yu Yi, the 'guided reading school' represented by teacher Qian Menglong, the 'thinking school' represented by teacher Ning Hongbin and the 'management school' represented by Mr. Wei Shusheng mentioned above are all models of practical self-education. These ideas and methods are the results of the reflection, summary and practice of the famous teachers in the first-line teaching practice. What we need to do is to uphold the spirit of the curriculum standard and repeatedly explore, practice and summarize in the first-line teaching practice.

In short, for Chinese teachers, consciously accumulating professional knowledge is the first step. In classroom teaching, we should be committed to 'the transformation from education to self-education'. When Chinese education is making great strides forward, looking back and looking forward, there are different discoveries, which may also be the charm of learning the history of Chinese education.

4. Conclusion

Huaichen Hu has made outstanding contributions to modern Chinese education. This paper analyzes the origin of his Chinese teaching thought and the time node of the formation of his teaching thought. Hu Huaichen has established the concept of attaching importance to extracurricular reading in many years of Chinese practice, put forward the idea of composition teaching that pays equal attention to practicality and students' subjectivity, and practiced the idea of 'giving consideration to both integrity and academic' classroom teaching. It can not only provide enlightenment for the present to 'talk about professional knowledge first, then discuss educational concepts' and 'pay attention to self-education and do effective Chinese education'. When Chinese education is making great strides forward, looking back and looking forward, there are different discoveries, which may also be the charm of learning the history of Chinese education.

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