

# Becoming a Man Before Becoming a Talent: The Classroom Practice of Mr. Ban Hua's Education Thought

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**Abstract:** Mr. Ban Hua, as an important contemporary moral education researcher who has made remarkable achievements in psychological moral education and the professionalization of class teachers, has rooted himself in the land of education in China throughout his life, writing about "people" on the land of China. Under the guidance of Mr. Ban Hua's ideology, we have gradually explored the path of "being a good person first, and then becoming a talented person" in class based education. By taking conscious educators as the growth pursuit of class teachers, cultivating creative individuals as the goal of class education, and taking psychological and moral education as the path of class education, we aim to cultivate students' good moral qualities, promote harmonious and stable development of the class, and strive to write the word "person" as "real", "big", and "whole".

**Keywords:** Mr. Ban Hua; Education Thought; Classroom Practice

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## Fund Project:

This article is a phased research achievement of the "14th Five Year Plan" project in Jiangsu Province, titled "Research on the Current Situation of Parent Child Relationship and Mindfulness Education Intervention under the 'Double Reduction' Policy" (Project ID: C-c/2021/02/75).

Cultivating virtue and nurturing talents is the fundamental task and value goal of education, and it is also a major contemporary proposition facing educational work. As an important role that accompanies the growth of students, the homeroom teacher is the backbone of the school's education front. Whether its role meets the requirements of the new era directly affects the degree to which the fundamental task of moral education is achieved. Under the requirements of comprehensively promoting and implementing the era of moral education, class teachers should be the builders of class operations, leaders of value shaping, co practitioners of student development, self empowering learners, and promoters of moral education.

Mr. Ban Hua, as the first generation of education scholars in New China, the pioneer of Chinese psychological education theory, and the pioneer of class teacher theory and practical research, has rooted himself in the land of Chinese education throughout his life, writing about "people" on the land of China. Under the guidance of Mr. Ban Hua's ideology, as an ideological and political education worker, we should adhere to using the character "human" as an important juncture, explore the educational path of "being a person first, and then becoming a talent", and use the character "human" in class education to be realistic, large, and complete.

## 1. Realistic Writing of the Character "Human": Pursuing the Growth of Class Teachers with Conscious Educators

Mr. Ban Hua's proposal of "conscious educators" refers more to the teacher group of homeroom teachers. The homeroom teacher is the organizer and educator of the class collective, as well as the guide for student growth. Only when the homeroom teacher accurately positions the role of a "conscious educator" and sets an example by realistically portraying the character "human" can they help students implement it.

The homeroom teacher should become a conscious learner and learn how to learn. In the current era of educational reform, class teachers must consciously absorb nutrients and continuously recharge themselves in order to respond to external changes with their

own "changes" and resonate with the "changes" in social space and student groups. As a conscious learner, the homeroom teacher needs to understand the essence of learning, comprehend the essence of learning, and understand the meaning of learning through their own learning practice. The conscious learning of the class teacher should not only focus on learning professional knowledge and enhancing professional abilities, but also point to the independent growth of the class teacher. Mr. Ban Hua once pointed out that as a conscious learner, a homeroom teacher has three paths for independent growth, namely "learning from excellent homeroom teachers", "reflecting on educational practice", and "learning from students", helping homeroom teachers to broaden and go further in their path of self excellence development. In recent years, the author has participated in skills competitions and work case competitions, which have become the most rapid period of self growth in their career. During this process, while learning from excellent colleagues, summarizing and reflecting on one's own educational practices, learning to view every student with an appreciative and learning perspective. The homeroom teacher should focus on their own learning and grow into a conscious educator, who will "nurture the mind with heart" and "educate morality with morality", helping students stimulate vitality, improve quality of life, and achieve the common development of the life value of teachers and students, and writing the word "human" realistically.

The homeroom teacher becomes a conscious learner and strives for a better version of themselves. As a life mentor on the path of student growth, the homeroom teacher guides students to form correct values and helps them embark on a path of happiness and success in life. The professional particularity of a homeroom teacher determines the sustainability of their own development. As Mr. Ban Hua said, a homeroom teacher "needs lifelong learning, and 'being the best version of oneself' should be our eternal pursuit." To be the best version of oneself, it requires the class teacher to have a sense of self sustained development. Pay attention to one's own growth and progress, have expectations and aspirations for life, and consciously strive to create professional value. At the same time, the homeroom teacher should also awaken their awareness of life, stimulate their potential, and strive to become an educational expert who can explore, reflect, and learn independently. To be the best version of oneself, it requires the class teacher to nourish their own soul with professional ethics and style. Pay attention to one's own spiritual world, drive one's own educational behavior, and internalize it into moral qualities. In this way, the homeroom teacher can truly embody moral education and integrate it into their own behavior; With a moral mindset, integrate morality into one's own spiritual world. Through the self outstanding development of the class teacher, using personal charm and academic charm, we help students strive to pursue their best selves and make the word "human" realistic.

## **2. Expanding the word “human”: aiming to cultivate creative individuals as the goal of class education**

Mr. Ban Hua clearly pointed out that cultivating creative talents is in line with the new requirements proposed by modern moral education. If modern moral education wants to cultivate creative talents, it should take the cultivation of creative personality as the foundation of creative education, change the original moral education and educational methods, and construct modern moral education that benefits the creative development of students.

Cultivating creative individuals should liberate themselves from moral education. In my class, we create a series of "Liberation Moral Education" class meeting courses, emphasizing independent experience, exploration, and selection. Carry out the theme activity of "Writing for Future Self" at the beginning of enrollment, establish goals and implementation paths for striving; Join a featured mentor class based on personal interests to enhance innovation and practical abilities; Organize a multi topic debate competition in the class, and students have completed the sublimation of their values through a process of democracy, self consistency, and deep thinking. In such activities, students fully exert their independent creativity, construct independently through active exploration, practice, thinking and application, and achieve self growth; Teachers respect the subject status of students, conduct behavioral experiences, and awaken their inner consciousness of self-development.

Cultivating creative individuals should return to moral education in daily life. Moral education in daily life is based on the theme activities that are most closely related to student life, with schools as the main battlefield and assisted by families and society, to truly integrate moral education into student life. At the beginning of the school year, I would like to express gratitude to my parents through a vlog on the first day of school; Design graduation gifts for alma mater during the graduation and leaving season; On Mother's Day, carry out "Three line Love Poems for Mothers"; National Memorial Day, flowers to pay tribute to national heroes; On the Mid-Autumn Festival, words are written to people far away... Through the real living situation, combined with the elements of life, we build a life oriented moral education model, present profound moral education ideas in a more intuitive way, and integrate the abstract moral code system into specific life, so that students can explore creatively and independently to improve the moral level of students.

Creativity, as the ultimate form of human subjectivity development, is a major concern of modern moral education. Cultivating creative individuals aims to promote democracy, harmony, and symbiosis between teachers and students, and to expand the word

"human".

### **3. Writing the word “person” in whole: using psychological and moral education as the path of class education**

Mr. Ban Hua proposed a new proposition of psychological moral education by conducting in-depth research on moral education and combining relevant theories and methods of psychology. He emphasized that psychological and moral education should focus on cultivating individual internal psychological resources, paying attention to the emotional cognition and moral selection process of students, in order to improve their self-awareness, sense of responsibility, and respect for others, thereby promoting the improvement of their moral qualities.

The complete character of "human" is the unity of morality and mind, with the integration of cultivating mind and morality as the core of psychological and moral education. Mr. Ban Hua's psychological and moral education integrates moral education with mental education, with the fundamental principle of "integration", in order to achieve the goal of "cultivating the heart with the heart, cultivating moral ethics with the heart, cultivating moral ethics with the heart, and integrating moral education with the heart.". The homeroom teacher needs to pay timely attention to the difficulties that students face in their learning and life. In the face of common problems among students, they should adopt the approach of mental health education classes, respect students' independent personalities, improve their concepts and cognition, and help them solve problems equally. In this process, it is also a process of cultivating individual personality traits, which is conducive to the development of moral education. At the same time, in individual communication with students and parents, emphasis should be placed on the holistic nature of life, in line with the developmental laws of students as social psychological entities. In the face of students who experience aversion to learning, I reduce preaching and restraint. Instead, I analyze their stress level, self-esteem level, and regulatory ability based on the systemic state behind their symptoms, evaluate their family system and growth environment, deconstruct problems with others, empathize with others, and seek resource empowerment to solve or alleviate problems. Mr. Ban Hua's psychological and moral education philosophy maximizes educational value and facilitates the complete writing of the word "human" in modern education.

The complete character "human" embodies happiness, with serving a happy life as the goal of psychological and moral education. The ultimate goal of the psychological moral education form created by Mr. Ban Hua is to serve a happy life. Happiness education is not only about making students feel the sensory satisfaction brought by material life, but also about leading them to enjoy the fullness of the spiritual world. The achievement of a happy life includes "optimizing psychological function", "improving spiritual quality", and "forming personality harmony". The achievement of these goals requires an organic combination of psychological and moral education. At the same time, teachers also need to face the psychological care of life directly in the education process, so that educational activities truly contribute to the development of students' lives, the improvement of their quality of life, and the growth of their spiritual and spiritual well-being.

Overall, Mr. Ban Hua has made unique contributions in the field of moral education, and his educational theory and practical path have provided useful ideas and methods for promoting the comprehensive development of students. Under the guidance of Mr. Ban Hua, the author attempts to build a class based education path of "being a good person first, and then becoming a talented person". By taking conscious educators as the growth pursuit of class teachers, cultivating creative individuals as the goal of class education, and taking psychological moral education as the path of class education, we aim to cultivate students' good moral qualities, improve their awareness of public morality, promote the harmonious and stable development of the class, and strive to write the word "person" as "real", "big", and "whole", practicing Mr. Ban Hua's practical wisdom of writing the word "person" on the land of China.

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