

# On the Realistic Significance of Comenius's Teachers' Disciplinary Thought

Shuning Xu

Zhejiang University of Finance & Economics Dongfang College, Haining 314400, China.

---

**Abstract:** In the 17th century, the great Czech education reformer Comenius made corresponding norms and requirements for the content of teacher punishment in the "Large Teaching Theory". In fact, punishment education should run through the entire teaching process. However, today, the thought of teacher discipline has gradually been marginalized into a topic of professional ethics, and the focus of the general public has also deviated from the essential content of teacher discipline. The practice and practical significance of the teacher's disciplinary thought is to better practice the teaching goals, aiming at different groups in society, with the goal of shaping people. This article is mainly based on the guidance and in-depth classification analysis of Comenius teachers' disciplinary thoughts, to reveal the practical significance of disciplinary thoughts to modern education.

**Keywords:** Comenius; Teacher Discipline; Discipline Practice; Practical Significance of Discipline

---

## 1. The Formation of Comenius Teachers' Disciplinary Thought

Looking at Comenius's "Large Teaching Theory", especially the chapter on school discipline, this chapter has played a major theoretical foundation for Comenius' view of teaching discipline.

In Comenius' remarks, he talked about disciplinary punishment like this: "With regard to discipline, the educator of young people should know its goal, its content, and the various forms it can take, so that he can know why, when, and how to apply systematic rigor.", "Those who make mistakes should be punished, but not because they made mistakes (the matter has reached this point, it is hard to be overwhelmed), but because they will not make mistakes in the future."<sup>[1]</sup> And our current teacher discipline thinking refers to when students have illegal behavior in the learning process, whether it is the manager or the teacher (instructor) should deny and give the students' illegal behavior. And negative evaluation allows students to realize that there are mistakes and faults in their own behavior, and make themselves ashamed of what they have done. Only in this way can we achieve the goal of "for them not to make mistakes in the future"<sup>[2]</sup>, but lack of specific scope and requirements, so the source of the contradiction between teachers and students also comes from this, and there are also some "abuse" and "distortion".

With the occurrence of related problems such as "corporal punishment" of teachers, which are increasingly full of conflicts and contradictions. It is not difficult for us to think that this is the difference and misunderstanding between fact and theory. This is also different in essence from the content of Comenius' disciplinary thought. We "should not use serious discipline in connection with learning or literature, it only applies to moral issues <sup>[2]</sup>", that is, in the concrete practice of contemporary teacher discipline, the secularly understood "disciplinary thought" and teachers There are fundamental differences in the "disciplinary thoughts" of the basic requirements that have been learned.

Just like the example cited in "The Great Teaching Theory": gardeners will not trim immature trees, and music festivals will not hit his piano with fists or clubs. "We need such skills and compassionate methods to instill the hobby of learning into the minds of students", "we should remove them in a gentle remedy <sup>[2]</sup>." On this basis, the correct disciplinary thoughts have come into being.

## 2. The Concrete Connotation of Teachers' Disciplinary Thought

Comenius affirmed the necessity of teachers' disciplinary thoughts on the basis of proposing disciplinary thoughts. In the example of Bohemia Water and Mills, it is mentioned that if there is no water in the mill, the mill will stop rotating; and the school will lose the motivation to operate without the discipline<sup>[1]</sup>. Discipline is a medium and means proposed by Comenius

to promote education. It is a reliable method to "make our students become real scholars".

At the same time, Comenius also talked about "punishment should be imposed on those who make mistakes", which affirms the necessity of punishment. But he also delineated the corresponding scope for punishment-"some irritating conditions, but you can find a better means than beating"-appropriate praise, strict discipline (only in the case of moral negligence can be used), advice, admonition, and reprimand (but it should be established based on parental love, because the purpose is to shape the character of students, not to destroy their character) <sup>[2]</sup>.

Here you can cite the example of the sun to explain. The sun provides light and heat, as well as wind and rain, but there are also lightning and thunder and many tests to the world. The existence of the sun has never been only one-sided, nor is it two-sided. The supply is interconnected, just like the care and test given by teachers, not just extreme unilateral praise, and scolding (sugar and whip).

Therefore, the connotation of the teacher's disciplinary thought has always been based on care and care, and the teacher (instructor) will give appropriate guidance, rather than relying solely on the so-called violence and beatings. The connotation of the teacher's discipline thought requires us to guide and shape the character of students. There are many ways to discipline, but the core is the care and correct guidance of educators, teaching students in accordance with their aptitude, and a thousand people with different methods, only in specific practice. Choosing the right method can achieve the goal of education to the greatest extent, thereby shaping the character of the student, and truly practicing the connotation of the teacher's disciplinary thought.

### **3. The Concrete Practice of Teachers' Disciplinary Thought**

According to the formation and connotation of teacher discipline, we divide the specific part of its practice into three main contents: student management, curriculum practice, and moral law.

#### **3.1 Student Management**

How to efficiently operate student management and make students' behavior meet standards requires management from both the school and the teacher's perspective. One of the realizations of the teacher's disciplinary thought is the constraint of management methods.

From the perspective of teachers, the book "General History of Foreign Education" also mentions the viewpoint of teacher management. "We are very short of teachers who have methods to support public schools and can produce the results we want <sup>[3]</sup>." This view makes it clear that teachers, as members of supporting school operations, are responsible for maintenance and management. When the teacher manages the students, he also clarifies the corresponding management purpose-"produce the results we hope" <sup>[4]</sup>. That is to shape the character of students and cultivate students to grow into perfect people.

Based on the school's perspective, the school's management methods are firstly aimed at the specific practical object of teachers, and secondly, relevant standards formulated specifically for students. For teachers, teacher guidelines need to be finalized. The guidelines need to ensure that "it is not only the embodiment and guarantee of teachers' professional authority", and at the same time "restrains teachers' mentality to perform their duties <sup>[5]</sup>". For students, formulate student rules to ensure that students "abide by the rules in school" and grow up to be citizens with consistent behaviors that comply with social ethics.

#### **3.2 Curriculum Practice**

In curriculum practice, the long teaching process "is a process of improving students' education and rational judgment". As individuals who are naturally curious and chasing the unknown, students may feel tired, fatigued, and even opposed to the necessary curriculum activities.

The practice of the course is not all content that everyone is interested in. There may indeed be difficult concepts and formal problems in the course. These require students to spend a lot of time to understand and analyze. This process is necessary, but it is also difficult. insistent. Currently, students need external motivation, whether it is appropriate guidance or necessary discipline. There is an old saying, "Achievement must be a skill." If half of the skill is broken, the time and energy spent before will be burned.

As mentioned above, the connotation of the discipline thought requires us to guide and shape the character of the

students. There are many methods of punishment, but the core is the care and correct guidance of the educator.

### **3.3 Moral law**

There is a sentence in "The Great Teaching Theory", "How to implement this art of instilling true virtue and piety with a clear system, and how to introduce it into schools, so that we can fairly call schools a 'human forge [2]'"'. When morality poured out the building of education, it played a foundational and fundamentally stable function [6]. One of the goals of educators has always been to have the same virtue and conduct.

And the basic principles surrounding the teacher's punishment center are centered on caring, through the implementation of measures to polish the students' body and mind, among which a major target of the punishment goal is moral negligence. This shows that the proportion of morality is very important.

At the same time, a society under the rule of law also makes legal norms and punishments for students under different age groups. Minors at the age of 16 in our country have become individuals who can have criminal responsibility. The moral standards regulated by school education are just the first step to enlighten students. The law will not be merciful to individuals, and when the law really takes effect, the discipline of teachers loses its meaning. Therefore, moral, and legal constraints have in fact become the supplementary content of teacher discipline.

## **4. The Practical Significance of Teachers' Disciplinary Thought to Contemporary Education**

### **4.1 The Significance of Disciplinary Thought to the Educated Group**

For the educated group, the thought of discipline has become a token of self-discipline. While restraining students, it also protects students from stepping into the river of error, becoming a standard bottom line of morality, shaping and guiding students to grow into perfect people.

Teachers' discipline thoughts can effectively deepen their impression in the heart of the educated. When students are doing anything, they will draw a standard line of vigilance for themselves, and at the same time use the line as a benchmark to learn actively, which can effectively stimulate learning Motivation, thinking about the meaning of personal learning, reducing the occurrence of deviant behaviors

### **4.2 The Significance of the Thought of Punishment to the Teacher Group**

For the teacher group, the disciplinary thought requires the teacher group to guide and shape the character of the students. As a teaching guide, disciplinary thinking is a means to ensure effective achievement of teaching goals. Disciplinary thinking is the last guarantee card in the hands of teachers, which can effectively maintain the normal teaching functions of the teacher group.

Only by fully understanding the essence and connotation of the disciplinary thought can this card be used well. Disciplinary thought is an indispensable external force method in the teaching process. Appropriate disciplinary measures can effectively improve the quality of teaching and help the group of teachers to better conduct teaching activities.

### **4.3 The Significance of the Thought of Punishment to the Contemporary Society as a Whole**

Understand the specific thought and content of punishment, the practice of punishment thought is understood, and the development level of teaching activities can be effectively increased. For contemporary society, the thought of punishment should get its name. The connotation and purpose of discipline has always been to help students better participate in learning activities. Distortions and misunderstandings of punishment have been long-standing, and the connotation of punishment always adheres to the two viewpoints of caring and promoting student growth.

Contemporary society needs to understand that blindly softening and conforming will only distort the character of students and shape people. It has always been shaped by sunshine and wind and rain.

## **5. Conclusion**

Comenius' important exposition on teacher discipline provides a basis for the hot topics of teacher discipline today, and its practical significance for content and specific practice has been further deepened. The specific requirements and connotation of punishment can effectively guide the solution of the contradiction between teachers and students in the current society. Although the current social contradictions about education punishment still exist and are serious, under our

continuous research and analysis of teacher punishment, the connotation and practice of teacher punishment will inevitably be continuously deepened. The fundamental purpose of education punishment is also education, and Comenius's punishment thought has profound practical significance to the current educated group, teachers (instructors), and society.

Only when education is down-to-earth and education discipline follows objective principles, can it exert its greatest effect, enable education discipline to exert the most ideal educational effect, and promote the development of students in all aspects.

## **References**

- [1] Fu RG, Comenius. Great Teaching Theory [M]. Beijing: Education Science Press, 1999, 198, 199, 200.
- [2] Liu FL, Zhao XL, Comenius. Commentary on the Great Teaching Commentary [M]. China Light Industry Press, 2018.2.
- [3] Teng DC. General History of Foreign Education [M]. Jinan: Shandong Education Press, 1989.337.
- [4] Xiong HN. On Comenius' view of educational punishment [J]. Contemporary Education Science, 2018(11).
- [5] Mao HY. On Comenius' Thought of Student Management. Beijing. Modern Education Science and General Education Research. 2013.3.
- [6] Chen RJ. On the Practical Significance of Comenius Teachers' Thought of Punishment. Basic Education Research. 2020.3.