

A Comparative Study of Huang Yanpei's Vocational Education Thought and Dewey's Pragmatism Thought¹

Chongwen Wang, Zhen Jiang, Yin Wang

Tian Jiabing College of Education, Three Gorges University, Yichang, Hubei, 443002

Abstract: Vocational education is an important part of China's national education. The reform and development of vocational education is related to the further improvement of China's diversified talent training system. Huang Yanpei's vocational education thought and Dewey's pragmatism thought are of great significance to the value-added empowerment of vocational education, and their guiding ideology has their own characteristics and similar works. This paper compares Huang Yanpei's and Dewey's vocational education thoughts from the background of their educational thoughts, the value concept of vocational education, the curriculum content of vocational education, and the ways to implement vocational education. There are many references for the development of vocational education in China, establishing a correct concept of vocational education, clarifying the prospects for the development of vocational education, adhering to employment orientation, and taking educational laws as the premise, Establish a scientific and systematic vocational education curriculum, expand the ways to implement vocational education, strengthen the integration of general vocational education, and build a new mode of running schools with multiple subjects.

Keywords: Huang Yanpei; Vocational education development; Dewey; Comparative education

As the "double reduction policy" is put forward, the country made the corresponding transformation of the development of students, for the future development of students is more cultivate high technology applied talents, namely, in order to adapt to the needs of a learning society, guided by lifelong education thought, according to the theory of the development of vocational education, facing the needs of workers, but the realistic development and the traditional vocational education concept is emphatically known, intellectual light, no integration docking. It is necessary to establish an education and teaching system with various stages of vocational education, with both emphasis and internal connection, and put forward that education should be "people-oriented", "practical orientation", "lifelong learning" and "the integration of the development of vocational education and the development of enterprise culture". For example, the value of vocational education is lost; the curriculum content lags; vocational education should highlight the mismatch between practical ability and application ability; the quality of talents in vocational colleges meets the demand of labor market. Vocational education teachers training "closed and single" and other issues. These problems hinder the implementation of vocational education policy and the public's correct understanding of vocational education. It requires the cooperation of people from all sectors of society.

1. The difference between Huang Yanpei and Dewey's vocational education thought

1.1 The differences in ideological background and personal course

Huang Yanpei (1878-1965), Ren zhi, is a famous educator and democratic revolutionist in China, as well as a pioneer of vocational education thought in China. Huang Yanpei, has read widely with his grandfather since childhood and studied ancient times. Confucianism has had a profound influence in his education career, and he has laid a deep foreshadowing for the de-

¹ A Comparative Study of Huang Yanpei's Vocational Education Thought and Dewey's Pragmatism Thought, number: ZJ2022WB396

velopment of vocational education. Huang Yanpei's thought of vocational education is very advanced, and it still has a strong practical significance today. He pointed out that the purpose of vocational education is to "seek the development of personality; to prepare for the individual; to prepare for the society; and to prepare for the country and the world". This theory was contrary to the feudal concept of traditional education that "learning is an official", and then carried out the democratic thought. In general, Huang Yanpei's vocational education thought is a perfect combination of the integration of production and education. This thought still has a very important application value in the context of modern society. Huang Yanpei's thought of vocational education tells people the value of vocational education, that is, the problems of "why education", "what to educate" and "how to educate", constantly breaks the disadvantages of traditional education, and has important reference value for solving the problems existing in contemporary vocational education.

John Dewey (John Dewey, 1859-1952) was an American philosopher, educator, and a master of pragmatism. John Dewey in the United States social transition to realize the previous social change has not adapt to the current social change, he witnessed the traditional education has from the society and life, more cannot meet the needs of the American people's social life, in this time background, he founded the pragmatic education philosophy, with their own education practice experience changed the education life mode at that time. He found that the traditional indoctrination and mechanical training education method has been unable to adapt to the industrialization of social production mode, school and social development is out of the state, school curriculum and social practice, etc. , he advocated learning from practice, fully realize the education needs to reform the new changes, in order to promote the development of education reform. He put forward the slogan of "education is life, school is society, the reorganization and transformation of education and experience, children's center theory and so on". Its educational theory emphasizes the development of children, the understanding of external things and the acquisition of knowledge through the transformation of experience, which has a far-reaching influence.

1.2 Different value concepts of vocational education

The value concept of vocational education needs to be satisfied with the consistency of the development of individuals and social subjects, to promote individual socialization, and to promote individual personalization. In short, the development of vocational education is based on meeting the needs of social development and realizing its value. As for Dewey, the professional value concept of Dewey completely depends on the social background at that time. Dewey lived in the transition period from agricultural society to industrial and agricultural development, the capitalist economy and industrial technology were mature, the society was in a turbulent period, and Dewey's pragmatism came into being and developed vigorously. And Huang Yanpei due to the bondage of the Chinese traditional education thought, Huang Yanpei heart already as the thought of the influence of western thought, the development of China's society from agriculture to the industrial economic development and obvious gap, but as times change, Huang Yanpei gradually realize the education backward obstacles for social development, has realized that the traditional education can not adapt to the development of industrial reform, need to solve the current lack of industrial production knowledge and technical personnel. On the basis of education and practices in China and the West, Huang Yanpei proposed that "civilian education" should improve the livelihood of ordinary people. However, bound by the traditional thought of "learning is an official", it was not easy to implement vocational education in the land of modern China, and we could only try to move forward by crossing the river by feeling the stones.

1.3 The course contents of vocational education are different

When the two scholars also hold different opinions, Dewey never advocated a special vocational education curriculum, which complemented his idea of "education aimless theory". However, Huang Yanpei believed that the curriculum of vocational education must exist, and should adapt to the development of industrial technology at that time, and cultivate the people useful to the society, while he advocated "investigate the needs of the society first" to experiment and study. Most of the courses offered in China Vocational School were suitable for the industrial development at that time. For example, iron engineering, carpentry and other related majors were added, and the courses were offered according to the local characteristics. In the Great Dictionary of Education, Huang Yanpei divided the vocational education curriculum system into: vocational subjects, basic vocational subjects and non-vocational subjects.

For example, vocational schools set up disciplines such as labor, agriculture and commerce, and combine the opening of each subject with social needs to solve the problems of civilian employment and livelihood, and the subject should set specific contents, which must include the basic subjects (chemistry and biology; engineering must study mathematics and physics, business and arithmetic, etc.), except for disciplines, there are public subjects such as sports and music. I learned that the courses

offered by Huang Yanpei are all related to social life practice, which mainly focus on the livelihood and employment of ordinary people to change the current situation of education at that time.

The development of vocational education comes from the life of society, is the result of professional, natural vocational education course will also serve the society, and Dewey has always thought that education is to promote the all-round development of practice, should start from the needs of people, it also confirms the Dewey: "children center" from the needs of children, interest in the future development of vocational education curriculum content, combined with the concept of "school", social practice associated with the course content. Dewey for vocational education curriculum design should pay attention to improve the ability of laborer quality, but does not advocate the vocational education and ordinary education separate, Dewey pay attention to the all-round development of people, active development to cultivate students' autonomous learning ability, combining skills and knowledge, not only improve the academic ability of ordinary education should be synchronous development, vocational education education develop perfect personality attributes and improve the quality of personal development, can perfect individual in the future work and study, so as to promote the development of the society as a whole. And two scholars of vocational education course content analysis, mostly influenced by social background, the development of Chinese vocational education more mentoring system, give priority to impart experience and methods, lack of autonomy and innovation, more is to cultivate students' livelihood ability, compared with Dewey advocated set comprehensive course, to cultivate the students' professional ability.

1.4 Different ways of implementing vocational education

Huang Yanpei for the development of vocational education has rich theory and practice, and on the implementation of the reality of vocational education, get a set of suitable for the current society more complete vocational education development mode, from the career development theory, vocational development training-to the big career development training system. Huang yanpei believes that vocational training is an essential link in career development, and this system avoids separating general education and vocational education completely according to class division. The establishment of vocational schools has greatly reduced the situation of students' confusion in job choice and social unrest. Cultivating people useful to the society starts with timely training and efficient training of vocational education. It is true that the technical talents of social vocational education are not only the lack of practical experience, but also the lack of cognition of vocational education. Therefore, opening vocational training courses is one of the courses advocated and advocated by Huang Yanpei. This can not only systematically learn the theory and practical experience of vocational education, but also alleviate the employment problem at that time, which also confirms Huang Yanpei's proposition that "make the unemployed have the job and the employed work happily", but also improves the professional ethics of the people and promotes social peace and stability. At the same time, it can also teach students in accordance with their aptitude, adjust measures to local conditions, and provide services for the society to a greater extent. Dewey pointed out that schools and society are closely linked with schools and society. Vocational education is not only about training workers and peasants to use tools and transfer experience, but also about consciously "actively working" for personal development and social development, and educating people by cultivating people's interest and exploring people's needs. The education content, however, should conform to the current children's development and interest, and pay more attention to the teaching content and the combination of interest needs, is through strict screening and construct for social practice in school, course content and practice activities, factory field practical courses promote the combination of practice and theory, the implementation mode is more to cultivate children's independent practice ability and the ability of career development. This also accord with Dewey in the "middle school", also learn from activities, from the experience of middle school, is no purpose of "do", based on the empirical theory, Dewey "do" refers to the host object interaction in the environment of "do", the learning and practice view of emphasis on people's subjective initiative, but also the "children center" thought in the mapping of vocational education theory. Throughout the two scholars in the vocational education implementation way, according to different national conditions, Huang Yanpei vocational education development is more suitable for the national development, he thinks, learning everywhere out of the school into the nature, reflect "labor", and this just make up for the Dewey too much emphasis on "children center" limitations, fully embodies the students 'subjectivity and teachers' dominant bring out the best in each other.

2. Huang Yanpei and Dewey vocational education ideas in common

2.1 The popularization of vocational education

Huang Yanpei promoted vocational education for the rise of China, but the focus of education is on the Chinese people,

and the benefit of the Chinese people will be the final result. Huang Yanpei mentioned in "Discussion on Promoting Common Vocational Education" that there has been class education since ancient times, and economic prosperity and social status is a symbol of reading, and the education of ordinary people is not worth mentioning. With the change of The Times and the increase of demand for occupation, the people of middle families realize the importance of education. Huang Yanpei extended education to every person in the society, not only children and teenagers. The development of vocational education needs to attract a wide range of people to strive for it. Huang Yanpei also stressed: "To run vocational education, but also for the happiness of the people. If I do not know to focus on the majority of civilians, his education, there is no place, do vocational education, there is no place". Only in this way can vocational education be linked with the economic prosperity and political democracy of the society. Dewey pointed out: "Labor and material interests are equal, leisure life and ideal interests are equal, which itself is the product of society. "Dewey mentioned in his book in Democracy and Education:" Democracy is not only a form of government, it is first of all a way of joint life and a way of exchanging experience together. So that people break the barrier of class, race and dignitaries and civilians, these barriers are people can not see the whole meaning of life activities. Therefore, he proposed that education is a civilian education that can be enjoyed by everyone rather than class education, thus expanding the scope of education objects and advocating the people in each learning section to work and create their own benefits. In order to enable everyone to get the corresponding return through labor and enjoy the valuable leisure, advocate education equality, civilian, democratization. ^[1]

2.2 The reciprocity of "learning by doing"

In China, for the separation of labor and labor, Huang Yanpei advocated "labor labor" and "hand and brain coordination". "If labor is not labor, the action will be confined to the reason, and without labor, the mind will be suspended in the air." Therefore, only labor, only labor can not be regarded as the real "do", that is, "learning is not used, used is not learned" so as to ensure the overall progress of individual vocational skills and professional ability in a certain career. In terms of teaching, Huang Yanpei advocates that the use of hands and brain is the basis suitable for the physical and mental development of young people, and indeed the most basic criterion of human life. Therefore, practice and theory should be combined in the teaching process, and more attention should be paid to practical learning in vocational education, so as to echo the society. Dewey advocates independent learning and practice experience of learning, Dewey advocated the education idea is "education is life, the school is society" is clear the important role of "do" first is the educators advocate children actively participate in social practice, take the initiative to experience real life, in the actual life learn to find problems to solve problems, improve the ability to solve the problem, so as to obtain direct experience. Secondly, strengthen the connection between the school and the society, so that students can experience the real feelings of the society at school, learn to "take the initiative to work", explore their personal potential, and cultivate professional interest, so as to better develop the relationship between the individual and the society. Therefore, through comparison and learning, the two scholars have a high similarity in the "implementation process" of the development of vocational education, which also reflects that the shrouded of Chinese traditional education has been out of time, which reflects the two scholars for the development of vocational education.

2.3 "socialization" is like "life transformation"

Based on the logical starting point of criticizing the disadvantages of traditional education, it advocates that vocational education should start from the social needs, and cultivate the vocational ability to adapt to the social development and life needs, which is the most significant common point of Dewey and Huang Yanpei's vocational education thought. It is the common purpose of vocational education and the core meaning of vocational education to avoid the core connotation of vocational education. In 1899, Dewey's speech on "new education" has clearly pointed out and criticized the disadvantages of traditional school education divorced from society and children. Dewey said: "Whenever possible, the dominant human occupation is life, namely, the growth of intelligence and morality. "Starting from the needs of the capitalist industrialized society at that time, Dewey advocated that vocational education should connect children with social life, and cultivate students' professional attitude and ability through the development of students and active homework. Based on China's economic productivity development, especially the actual situation of rural economy, China's education and life, but Huang Yanpei aware of social and economic transition, he founded the Chinese professional club changed the mode of education, change the traditional education to "school" vocational education, and this is influenced by Dewey thought, combined with China's national conditions, the ultimate goal is through vocational education, through the life and society and the revitalization of the economic development.

3. The enlightenment of Huang Yanpei and Dewey vocational education to contemporary vocational education

3.1 Establish a new career concept and promote the integration of general vocational services

Vocational education and general education are two types of education with different attributes, with the same important educational status, which will be clearly put forward in the new Vocational Education Law in May 2022. In the combination of the law of education development and the law of human overall development, it is concluded that the revision of the new vocational Law formally implements the educational view. The state coordinates the development of vocational education and general education, Education is designed to train high-quality technical personnel, Rather than just learning the student subject-centered theory of the Four Books and Five Classics, With student performance as the source of motivation for achievement, In fact, general education is a continuation of the traditional Chinese education policy of “learning is excellent”, In fact, the result of general education is that students are disconnected from society, No practical experience is available, No practical skills, Pay attention to students’ mastery of knowledge and theory, Grades are academic degrees, Without focusing on the development of vocational skills that adapt to social development, More neglected in the development of professional ethics, Various social phenomena show that, Good students in China are just polators, The pursuit of discipline is not wrong, But the study and life should not be separated apart. In people’s general consciousness, vocational education, different from general education, has its uniqueness, which needs to have certain practical operability, naturally connected with the training base of the school, and the practice process should focus on training, so that it becomes the higher new technical talents needed by the society. We will improve the integration of work and study, promote the integration of industry and education, actively explore the construction of a curriculum system that conforms to the development of The Times and the vocational education, and promote the mutual unification and harmonious development of the individuality and socialization of education.

3.2 Adhere to the employment-oriented, to promote employment as the fundamental

The Outline of the National Plan for Medium-term and Long-term Education Reform and Development (2010-2020) “and” national vocational education reform implementation plan “, points out that the construction of modern vocational education system, to” meet the needs of the people accept vocational education “” docking development trend of science and technology and human resources market for the needs of high quality workers and technical skills talents “as the goal, embodies the concept of lifelong development, and strive to achieve coordinated development of higher vocational education, achieve higher quality and more fully employment. Pay attention to the unity of individual value and social value, set up employment orientation and education as the fundamental value orientation, so as to provide the correct direction guarantee for the modernization reform and development of vocational education. The problem for graduates now is the “graduation is unemployment” situation. Put graduates in a problem of employment anxiety. And should take production and education, study, diverse, unified research mode, let graduates before graduation have their own career planning, and has a certain professional field experience, related professional certificates and qualifications, and has many forms of graduation, employment situation, but in the degree at the same time to find the corresponding enterprise, factory, seeks the development of the students’ employment, but also is the most suitable mode to promote individual socialization, more can promote the development of social stability.

3.3 Strengthen social ties and coordinate development with multiple subjects

Different from general education in vocational education, it should adopt multiple schools and the main body of enterprises. Vocational education is a cross-border education facing the world. Without the joint participation of all sectors of society, it is difficult to run vocational education well. Both Huang Yanpei and Du Wei advocated social research, which requires education beyond education, development beyond the school, and management beyond the school and school knowledge. The ultimate direction of vocational education is based on social development, build society and create social prosperous economy. However, the lack of communication with enterprises and the society for the current development of vocational education, the industry model is empty. Therefore, the steady development of vocational education needs the diversified support of all sectors of society, but at present, there is still a big gap between the quality of vocational education in China and that of developed countries and the overall requirements of the modernization of vocational education, and the effective mechanism of multi-subject and multi-level cooperative participation of vocational education by major social enterprises and the government has not yet been formed. For this stage, is in the heyday of the Internet development, in the social economic transformation and in-

dustrial structure transformation at the same time, to cultivate new high-quality technical personnel has a lot of social demand, we still want to uphold the Dewey and Huang Yanpei education mode, the society and life together, promote production fusion, university-enterprise cooperation, deep factory, establish the benign development of vocational education.

4. Sum up

Education itself has the problem of changing social practice, And the development of vocational education is close with social practice more need to cultivate the essence of education, Adhere to the combination of morality and technology, strengthen moral education and cultivate people, Integrate into the ideological and political teaching, Cultivate the students' spirit of model workers, craftsmanship spirit, Promoting a comprehensive education for the students, Multiple measures in parallel, the establishment of a double-qualified teaching team, Establish a degree promotion mechanism suitable for universal education, Make academic and professional qualifications have the same social status, Create a multi-effective and comprehensive education mechanism, Create a post setting and a diversified evaluation system suitable for the development of vocational education, Improve the guarantee mechanism for vocational education, Promoting the integration of general services, Promoting the development of the new type of vocational education, Actively explore the new ways of vocational education. Through the school and family cooperation efficiency at the same time, enhance the comprehensive development of parents education concept, cultivating new technical talents and not only attached to the "livelihood", enhance the spirit of labor model values, change the parents education ideas, home-school cooperation platform, make vocational education development from society, school, family play strategy and development.

References

- [1] Middelton, Ziderman and Adams, A. V. skills for productivity: vocational education and training in developing countries[M]. New York: Oxford University Press, 1993.
- [2] Sun Deyu, Zhang Kaiyue. A Comparison between Dewey and Tao Xingzhi's vocational education ideas [J]. Educational literary world, 2022, 14(03):15-22. DOI:10. 15958/j. cnki. jywhlt. 2022. 03. 00
- [3] Wang Mengyun, Miaohui. Comparison of Dewey and Huang Yanpei on vocational education [J]. Adult Education in China, 2019 (02): 57-59.
- [4] Hu Ping. Dewey's "doing" and "thinking" of the enlightenment to vocational education [J]. Mechanical vocational education, 2019(12):1-4+14. DOI:10. 16309/j. cnki. issn. 1007-1776. 2019. 12. 001.
- [5] Yang Guangfu. Dewey's vocational education ideas [J]. Journal of Educational Science, Hunan Normal University, 2016, 15 (03): 28-32.
- [6] Zhang Huan. The theoretical exploration, value inference and modern application of Huang Yanpei's vocational education thought of "using hand and brain" and "integration of doing and learning" [J]. Journal of Tianjin Sino-German University of Applied Technology, 2019 (5): 31-35.
- [7] Wang Bingqing. Research on talent training mode in Higher vocational Colleges in China [D]. Tianjin: Tianjin University, 2013.
- [8] Pan Maoyuan. The enlightenment of Huang Yanpei's vocational education thought to the current higher vocational education [J]. Educational Research, 2007, 28 (1).