

The Development Stage of Textbooks System of Instructional Theory in China

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Abstract: Since the founding of the People's Republic of China, the construction of Instructional Theory textbooks in China has gone through five stages: the stage of learning the Soviet Union (1949-1956), independent exploration stage (1957-1976), recovery stage(1978-1998), Integrated development stage (1999-2011), and Comprehensive development stage(2012-). Each stage has its unique features.

Keywords: Instructional Theory; Textbooks; Development Stage

Instructional Theory is an important sub-discipline in the pedagogical system. After nearly a hundred years of development, Instructional Theory in China has now gone beyond a single discipline and has become a subject group, reflecting the development trend of deep subdivision, convergence and synthesis, and marginal mutual involvement. The earliest textbook in China were produced in the early 20th century. It is necessary to review the course of Instructional Theory textbooks system construction in China.

1. Before the Founding of People's Republic of China

The publish of Instructional Theory textbooks in China began at the beginning of the 20th century, and gradually moved from translation and transplanted to integration and creation. At the end of the Qing Dynasty, the government abolished the imperial examination and built schools, new schools and normal schools gradually emerged, class teaching gradually replaced private school and individual teaching, and the construction of various schools urgently needed professional teachers and teaching guidance books for various subjects. "Teaching Method" and "Teaching and Learning" have become compulsory courses in normal schools. In order to meet the needs of these schools, Chinese scholar first imported textbooks through Japan, and then turned to the United States, while Chinese scholars began to compile their own textbooks.

The publish of textbooks at this stage mainly shows the following four characteristics: First, the publish of textbooks is mainly based on the introduction of foreign works. Second, the basic ideas and content framework of China's modern Instructional Theory textbooks have been preliminarily determined. Third, the textbooks mainly focused on teaching theory, and teaching method. Four, China's Instructional Theory textbooks showed a strong anti-feudal concept, and psychological knowledge began to be added.

2. After the founding of the People's Republic of China

After the founding of the People's Republic of China, the construction of Instructional Theory textbook system in China can be divided into the following five stages: the stage of learning the Soviet Union (1949-1956), independent exploration stage (1957-1976), recovery stage(1978-1998), Integrated development stage (1999-2011), and Comprehensive development stage(2012-).

2.1 The Stage of learning the Soviet Union (1949-1956)

After the founding of the People's Republic of China, China's main task shifted from war to comprehensive socialist construction, and as one of the most important undertakings, it is necessary to adhere to Marxism, on the basis of the original fine traditions, making use of advanced experience, especially the advanced experience of Soviet education system. Under this guidance, Chinese scholars studied Soviet educational theories, translated and imported Soviet textbooks, criticized old-style theories, tried to guide China's

teaching practice with Marxism, and built China's Instructional Theory textbook system. At this stage, the textbook system included the Instructional Theory of various subjects such as mathematics, foreign languages, physics, geography, history, etc., as well as the Instructional Theory of preschool, primary and secondary school sections, and at this time there are no Instructional Theory textbooks for higher education, vocational education and adult education. Therefore, the system of Instructional Theory textbook has not yet been formed, the theory and practice of Instruction are not clearly distinguished, and the concepts of "Education" and "Instruction" are not clearly distinguished.

Meanwhile, The content of Instructional Theory textbooks paid attention to the guidance of both teaching and learning, providing practical methods for teaching. In this period, the Duplex pedagogy is an important method, Duplex pedagogy can help educators in rural Northeast China to improve their teaching practice ."The use and research of Duplex pedagogy has effectively promoted education in rural schools.

2.2 Independent exploration stage (1957-1976)

After completing the transformation from new democratic education to socialist education, China's education has gradually revived. With the change of Sino-Soviet relations, Soviet Instructional Theory has also been criticized by Chinese scholars, which is considered to be divorced from reality, one-sided emphasis on intellectual education, excessive emphasis on the authority of teachers and ignorance of the dialectical relationship between teaching and learning.

At this stage, China's Instructional Theory textbooks were mainly compiled by Chinese people, and these textbooks were guided by Marxism-Leninism, implemented Mao Zedong Thought, and guided by the party's educational policy, reflecting the values of "class struggle as the keynote" and reflecting the style of the "Great Leap Forward" in society at that time. Chen Yuanhui believes that "only on the basis of mastering knowledge can we establish students' communist world view." Teaching is a basic way for schools and teachers to realize the task of communist education in socialist society".

At the same time, in this stage, China began to adjust and improve in the field of education, but the focus of China's work at that time was still based on "class struggle" and did not adjust the focus of work to economic and educational construction, education did not really develop, and the development of Instructional Theory and textbooks was also hindered. After the beginning of the Cultural Revolution in 1966, social conditions and theoretical research were greatly traumatized, and Instructional Theory textbooks were reduced to policy explanations, experience compilations, and quotation studies, rather than discussions on Instructional methods and theoretical research.

Under such circumstances, Chinese scholars have tried to compile their own textbooks. According to the understanding of textbooks at this stage, it can be seen that Chinese scholars have explored in practice, but have not yet formed a complete textbook system. In addition, it has also excavated the heritage of ancient teaching theory in China, developed Mao Zedong's educational thought, and preserved the educational tradition of the old district and the experience created and accumulated by the majority of teachers in teaching practice.

2.3 Recovery Stage (1978-1998)

With the end of the "Cultural Revolution", China's Instructional Theory textbooks entered the stage of recovery, at this stage, a total of 43 textbooks were published. In 1985, at the beginning of the establishment of the "Instructional Theory Professional Committee of the Education Branch of the Chinese Education Society", the "National Symposium on Instructional Theory and Textbook Construction in Colleges and Universities" was held, which specifically discussed the construction of Instructional Theory textbook system, which shows that Chinese academic circles attach importance to the construction of Instructional Theory textbooks system. Since then, Instructional Theory textbooks have developed rapidly, not only imported from abroad, but also a large number of textbooks compiled by Chinese people.

At that time, the content system of China's Instructional Theory textbooks was in the process of forming, and it was not yet fully determined. The characteristics of the construction of textbooks in China open Attitude to Foreign Instructional Theory.

At this stage, China introduced a large number of advanced Instructional Theory from the United States, Germany and other countries around the world, and maintained objective judgment on the introduced theories. You Zhenglun's "Instructional Theory" was the first Instructional Theory textbook published at this stage, and the ninth chapter of the book introduced the new trends in teaching methods abroad, arguing that "in the past thirty years, economically developed countries have carried out large-scale research on the instruction methods of primary and secondary schools, and most of them have achieved varying degrees of success". In this chapter, the author introduces inspired pedagogy, procedural pedagogy, discovery method, micro-pedagogy, group differentiation pedagogy, algorithmic pedagogy, problem pedagogy. It can be seen that at this time,

the attitude of Chinese people to foreign Instructional Theory gradually opened up, and since then, China has begun the stage of fully introducing foreign Instructional Theory, ushering in the first climax of translating foreign teaching theory. In 1993, Shaanxi People's Education Publishing House published a series of special collections on foreign teaching theory research, including "American Instructional Theory" and "German Instructional Theory", in an attempt to reflect the new progress in the development of Instructional Theory at that time.

2.4 Integration development stage (1999-2011)

In the 21st century, "in the context of the information society and the reform of the new curriculum, Instructional Theory faces the needs of internal development and the challenges of other external disciplines, the task of Instructional Theory textbooks at this stage is mainly to integrate development, in order to achieve the grand goal of cross-century modernization, China has promulgated a series of important educational planning documents, the implementation of science and education to rejuvenate the country, comprehensively improve the quality of the people and innovation ability, at the same time, under the impetus of the development of information technology, the development of teaching theory teaching materials faces new opportunities and challenges. Pedagogical textbooks developed rapidly during this period and were widely published. In 1999, Zhong Qiquan and Zhang Hua edited "Curriculum and Teaching Theory", which is China's first textbook in the name of curriculum and Instructional Theory, marking the integration of curriculum theory and Instructional Theory, since then most of China's Instructional Theory textbooks are in the name of "curriculum and Instructional Theory", and the number of textbook in the name of "Instructional Theory" alone has gradually decreased.

2.5 Comprehensive stage (2012-present)

The construction of general higher education in the "Twelfth Five-Year Plan" deeply implements the Scientific Outlook on Development, comprehensively implements the party's education policy, takes the cultivation of talents as the goal, takes improving the quality of textbooks as the core, takes the institutional mechanism of innovative textbook construction as the breakthrough, and focuses on implementing the strategy of textbooks excellence, strengthening the guidance of textbooks classification, and improving the evaluation and selection system of textbooks, in order to play a greater role in improving the quality of undergraduate teaching and talent training in colleges and universities. At the same time, in response to the call to build a discipline system, academic system and discourse system of philosophy and sociology with Chinese style, after 2016, the Chinese experience and Chinese discourse in China's Instructional Theory textbooks have gradually increased.

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