

A Path of Endogenous Teacher Professional Development—Perspective of Brentano’s Value Philosophy

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Abstract

From the point of view of logic rationality, the traditional philosophy of rationality emphasizes the purpose and means of cognition, but rejects the meaning and practice of life, and its thought also profoundly affects the development of teachers. The requirement of teacher’s professional development under the modern educational concept highlights the teacher’s subjectivity and personality traits. Brentano’s value philosophy is a philosophy that respects the tradition of life practice. Its intentional theory, insight life meaning, and strong practical purport provides a new path of thinking dimension for clarify the value orientation of teacher professional development and break through the current situation of teachers’ professional development, which lead a path of “endogenous” teacher professional development that based on the construction of teachers’ personal knowledge from the teacher’s self-evident feelings and belief, and then from the teacher’s individual professional development to teacher’s collective professional development.

Keywords: teacher’s professional development, endogenous, Brentano, value philosophy

1. Introduction

The proposal of professional development of teachers means that the teaching profession has moved to another level, which has greatly boosted the development of teacher education and its front-line teachers. However, the current situation of teacher’s professional development is mainly described as outdated professional knowledge, weak professional awareness, insufficient professional ability, and weak professional affection. However, for a long time, there has been a lack of in-depth exploration of the rooted problems, the value orientation and value level of the professional development of teachers have not been clarified, and a continuous and cyclical path for the professional development of teachers has not been proposed. The German philosopher Franz Brentano’s philosophy of value is the crystallization of wisdom based on comprehension of life practice rather than the result of pure speculation, and follows an internal logic: from ethical value to ethical knowledge, and then expanding. In terms of practical interest, its value philosophy can provide a new thinking paradigm for the “endogenous” development of teacher professionalism.

2. The Endogenous Core: The Intentional Existence of Teacher’s Individual Professional Development

In the view of John·Dewey, the reconstruction of education and philosophy is carried out at the same time. Philosophy is a generalized educational theory, and education is a laboratory for the concretization of philosophy (Dewey J., 1966). Therefore, the problem reconstruction of the education category must transform the thinking paradigm through a philosophical reconstruction. Traditional rationalist philosophy is a thinking paradigm that moves towards a single logical deduction, and this rational cognition filters out the richness of human cognition. Brentano believes that the reason why many philosophers, including rationalism, have these problems is that they have inaccurately grasped the characteristics of psychological phenomena that are different from physical phenomena, and failed to reveal the authenticity and reliability relationship of psychological mechanisms in the

process of human cognition. Based on this, Brentano gave a highly unified definition of psychological phenomena: that is, they all intentionally include objects within themselves. (Franz Brentano, 1999) As Steigmüller predicted, “Brentano’s emphasis on intentionality as a feature of consciousness led to a decisive shift in the understanding of the content of consciousness”. (Wolf Steigmüller, 1986)

The characteristics of the theory of “intentionality” are mainly reflected in human cognition: what it involves is not a material world that is not related to people, but a world that enters into an intentional relationship and is related to human beings. (XU He-qing, 2004) The traditional rationalist philosophy starts with logical thinking, the current professional development of teachers is based on such a philosophical thinking paradigm. They fall into a kind of instrumental rationality and despise professional emotion in the field of practice. The professional knowledge, ability and morality that teachers should possess are proposed by the researchers of teacher education theory and teacher education policy makers based on the universal development of teacher groups. However, its occurrence and the generation of meaning are only produced when the spirit of each normal student or teacher points to a certain object. Brentano’s thinking paradigm of value philosophy proposes the “intentionality theory”, which shows that human cognition occurs at the moment when the mind and the object are united. It is always active in the process of human life practice, rather than a staged existence. Therefore, we should pay attention to the existence of teacher’s individual intention and establish it as the endogenous core of teacher’s professional development.

The establishment of the endogenous core of teacher professional development means that the value of the “connotative” development of teacher professionalization has been clarified. It is no longer a rationalist teacher professional development starting from logical thinking, but a teacher’s individual intentionality. There is a value-oriented teacher professional development as a starting point. Under such a concept, both teacher education theorists, teacher education policy makers and teacher training trainers establish the knowledge for teachers. The knowledge acquired by normal students and In-service teachers in complex practical situations must be constructed on the basis of continuous reflection, exploration, and in-depth understanding of the meaning of education, schools, students, and even their own existence.

3. Intrinsic Value Realization: Generating Teacher Personal Knowledge

3.1 The Psychological Process of teacher’s Personal Knowledge Generation

The introduction of teacher’s personal knowledge means a new turn of teachers’ professional development, especially Polany’s “personal knowledge” theory, Connelly’s “personal practical knowledge” theory and Goodson’s theory of the hypothesis of “personal autobiography” was put forward, it makes people had a new understanding of teacher’s professional development. The psychological mechanism of teacher’s personal knowledge generation from “external” to “endogenous” can be traced back to Brentano’s value philosophy.

Brentano divides intentional experiences into three categories: appearance, judgment and emotional activity, under the combined effect of these three experiences, the individual’s ethical value and ethical knowledge continue to develop in a spiral. Appearance, which consists of concrete intuitive representations and communicated to us through the senses corresponding to this sense, judgments are characterized by the existence of a second intentional relation (either affirmative or negative) to that object in addition to the existence of an idea or representation of that object, emotion is an emotional response to happiness or sadness experienced based on beliefs and also includes highly complex phenomena involving ends and means. (Franz Brentano, 1969) Appearance is the psychological basis of emotion and judgment and exists independently, on the basis of appearance, emotion and judgment are intertwined and inseparable, so ethical knowledge and ethical emotion are inseparable from generation to practice. It is judged that in order to realize the “truth” of human activities, emotion can realize the “goodness” of human activities, and the fusion of truth and goodness can realize the experience of “beauty”. How is truth, goodness and beauty possible? Brentano put forward the concept of “self-evidence”, which is the source of ethical knowledge (truth) and ethical value (goodness), as well as the guarantee of its objective necessity.

Brentano’s value philosophy based on the theory of intentionality does not provide us with any existing ethical norms and practical forms, but it reveals and alerts us to the fact that it is easy to confuse in the process of acquiring ethical knowledge and ethical value. The continuous fusion of “original horizon” and “present horizon” is the generation mechanism of personal knowledge. Personal knowledge, as a teacher’s own understanding and interpretation of the meaning of education, is not a static knowledge system or a collection of ideas, but a constantly changing dynamic process system, it is a process of continuous fusion of the “original horizon” and the “present horizon”. (WEI jian-pei, 2016) For the “present horizon” that teachers are in at each stage, the “original horizon” is starting from the first level of appearance. The intentional relationship in the “original horizon” is single, and does not involve value judgments. When the two “horizons” are merged, it means that the psychological mechanism of teacher’s personal knowledge generation begins to enter the level of emotion and judgment, psychological phenomena gradually involve opposing intentional relations. It is the

process which from the absence of value to establishing the intentional relationship, and the ambiguity of establishing who has what value, which has led to various problems in the professional development of teachers in the field of practice.

In the process of generating and evolving teacher's personal knowledge, "horizon fusion", (WEI jian-pei, 2016) actually include two different pathways: The first is to pursue the "integration of horizons" between historical accumulation of practical experience and the personal current value experience; the second is to pursue the "integration of horizons" between educational theories and research results advocated by the society and the personal current value experience. Correspondingly, there are two kinds of value involved, the first is to establish the value of the teacher subjectivity, that is, the value items established by teachers in the complex teaching situation, such as understanding the students' literacy needs, understanding the teaching content, understanding the teachers themselves, and understanding the teacher's culture. The second is that teachers need to recognize the external value items that are integrated with the "horizon" that they are experienced. We couldn't make an absolute division of the ratio of the two value items like mathematical logic, but in terms of teacher's personal knowledge generation, the teacher's subjective value should take the lead. From the point of view of logic rationality, the traditional philosophy of rationality ignores the source of cognition, excludes life practice, and when the external value items are exported, it is far away from practical investigation, students' literacy needs, and teacher's subjective value. When external value items are input, ignore and "squeeze" the teacher's subjective value. The process of establishing the intentional relationship is the endogenous core of teacher's individual professional development and the source of living water. Therefore, the confusion of values here will fundamentally lead to various problems in the generation of teacher's personal knowledge, such as lack of professional knowledge and lack of professional affection.

3.2 Be a Practical Reflector

Brentano's self-evidence theory emphasizes the role of human's life intuition ability in value judgment. He believes that the basis of knowledge is not the preconceived logical conviction, but the confirmation of the current facts obtained through intuition, that is, the principle of insight. Through Vipassana, life experience based on practice can achieve self-evidence, thus ensuring the existence of intuitive objects.

Brentano's concept of "self-evidence" provides a standard for the level of teacher's practical reflection. The centrality of teachers in the reform is mainly reflected in the following three aspects: teacher qualification certification courses, emphasis on knowledge for teachers, emphasis on teacher knowledge, (XU shi-jing & F. Michael Connelly, 2008). Teacher development based on the traditional philosophy of logic and rationality only pays attention to the first two teacher's knowledge. Teachers are passive shapers, ignoring teacher's emotional participation on the basis of intrinsic cognitive life. For teachers, it is a process of blind judgment, not self-evident judgment. Brentano think that emotion roughly includes three levels of psychological behavior: the first is the instinctual likes and dislikes caused by an object in the human heart; the second is the happy or sad emotions experienced based on beliefs Responses, i.e., pleasant and unpleasant; the third is a highly complex phenomenon involving ends and means, i.e., the inclination to participate in the will, the emotional attitude of acceptance or rejection. (XU He-qing, 2004) Teachers need to constantly reflect on their own teaching work or the teaching situation of others, and break the barriers of external statutes and personal habits, it requires a high-level emotional participation. Only by realizing the importance of teacher's emotional participation in the construction of teacher's personal knowledge, caring for and respecting students, and having a sense of mission and awe in teaching work, can teachers' personal knowledge be obtained based on self-evident judgment and return to the true nature of education. Brentano's value philosophy is to smash the relativism, eliminate the opposition between emotion and judgment, and connect the two closely by self-evidence. Judgments with emotional participation are self-evident judgments, and emotions with judgment participation are self-evident emotions. Brentano's value philosophy provides a psychological basis for teachers to form personal knowledge in practical reflection. Teacher's reflective awareness and ability are like a filter device to filter out blind and external knowledge, so as to follow the "endogenous". The teacher's personal knowledge generation path forms personal practical knowledge that integrates experience, logic, emotion, self-evidence and practicality.

4. The Attribution and Explicit of Intrinsic Value: Professional Development of Teacher Groups

On the whole, the teacher professional development has experienced a process from non-specialization to specialization, from group specialization to individual specialization, and from individual passive specialization to individual active specialization. (SHEN ji-liang & YAO ji-hai, 2004) Brentano believes that it is more natural to understand society and its development on the basis of discovered individual characteristics. (HAO yi-chun, 2009) A reasonable path for teacher professional development should be an "endogenous" development process that extends from "intrinsic value" to "external value".

4.1 The Basic and Publicity of External Value

Brentano builds intrinsic value based on a value philosophy from an empirical standpoint, starting from experience and pointing to practice. Teachers enter from personal life experience, teaching practice and other life appearances, and generate teacher's personal knowledge under the combined action of teacher's self-evident professional emotions and self-evident judgments. Brentano's empirical standpoint psychology provides a beneficial thinking dimension for this process that teachers acquire personal practical knowledge, which belongs to the level of individual professional development of teachers, and is proposed based on the uniqueness of inner perception of psychological phenomena. Brentano believes that psychological phenomena have the characteristics of unity. He believes that the multiple psychological phenomena grasped by our inner perception always appear as a unified whole, that is to say, the various appearances faced by teachers appear as a whole. For the process of individual professionalization of teachers, all kinds of teacher literacy that require "integration of horizons" presented to us are the overall psychological responses of a certain society, culture, and history. The teacher professional development is first to be exposed to group non-professionalization, and then to acquire personal practical knowledge through individual specialization, and finally to show the practical interest of personal practical knowledge, and to move towards the development of teacher's collective specialization.

Brentano attach importance to intrinsic value, but does not advocate falling into solipsism; individuals start from their own intrinsic value, and at the same time can tolerate, respect and even promote the realization of the intrinsic value of others. In this process, they may still not violate the public value and try their best to promote the realization of public good; the intrinsic worth of each individual and the public good of a given group are integral parts of "the highest practical good". (HAO yi-chun, 2009) The turn of teacher's subject theory not only pays attention to the formation and accumulation of teacher's individual knowledge, but also pays special attention to the sharing, communication and creation of teacher's knowledge. Build a bridge between public knowledge and personal experience through the necessary communication, interaction and cooperation of teachers to build their own teaching views and teaching concepts. The transition from public knowledge to individual knowledge, and then to community knowledge is an important turning point for contemporary teacher's personal theory. (JIANG-yong, 2006) The professional development of individual teachers must move towards group specialization. In this process, the identification of the teaching profession is formed, so that professional knowledge and professional ability can be developed simultaneously.

4.2 The Growing Point of Extrinsic Value

The professional development of teacher groups is the professionalization process of the profession of teachers, which mainly includes two aspects: one is the professionalization of teaching, so that the main task of teachers in basic education—teaching is professional; the other is teacher training specialization, which requires recognition and evaluation of teacher training and training institutions. (ZHU xu-dong, 2001) From the aspect of teaching specialization, for individual teachers, the group of teachers has fundamental and public significance; the professional development of individual teachers is a necessary process for the professionalization of the group of teachers. From the perspective of teacher training specialization, the professional development of individual teachers is the growth point and basis for the professional development of the group of teachers. All teacher quality assurance systems are derived from the professionalization of individual teachers.

Brentano advocates a more internal exploration of the fundamental role of "existence", "psychological phenomenon" and "value ethics" in the process of individual development. Real individualism that builds community life. Brentano advocates a more internal exploration of the fundamental role of "existence", "psychological phenomenon" and "value ethics" in the process of individual psychological development. This kind of individualism gets rid of dogmatism and solipsism, and it is a real individualism that can build community life.

5. Conclusions

Dewey believed that philosophy is a knowledge system constructed by reflecting on social problems in a certain period, and it is transmitted through educational mediation to achieve social reconstruction, forming a reconstruction paradigm of society, philosophy and education. The reconstruction of teacher's professional development path based on Brentano's value philosophy is not only to propose a metaphysical way of thinking, but more importantly, to think carefully about the current situation of teacher's professional development. Brentano attaches great importance to the tradition of life practice, pays attention to the current existential realization within human life, grasps the true meaning of life in self-evident experience, and makes the life practice tradition bloom with vitality and vitality. In the process of teacher's professional development, while attaching importance to professional knowledge, we should also pay more attention to the cultivation of teacher's professional ethical values, so that the "professional" teacher's spirit and behavioral culture can take root in teacher's hearts. The professional development of teacher groups is the professional development process of the entire teaching team. Teacher training and certification must be promoted based on the quality assurance and interpretation of individual teachers, so as to truly play the role of quality improvement and professional

development.

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