

The Legitimacy and Practical Path of China's Class Teachers Educational Discipline: Based on Rawls's Principle of Justice

Xuehan Lv¹

¹ East China Normal University, Department of Education, 3663 N. Zhongshan Rd., Shanghai, China

Correspondence: Xuehan Lv, East China Normal University, Department of Education, 3663 N. Zhongshan Rd., Shanghai, China.

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Abstract

Discipline, as a means of education, is often criticized by all parties in society due to its coercive and normative nature, and even its legitimacy has been challenged. This situation hinders the progress and development of education. In this regard, this paper takes Rawls's principle of justice as a theoretical perspective, starts from the understanding and implementation status of education discipline by front-line class teachers in China, and considers the cognitive misunderstandings, inappropriate methods, and lack of legal consciousness of this group, and clarify the connotation of discipline, clarify the boundaries, reconstruct the legitimacy, and find a breakthrough in the predicament. Finally, based on the above elements, construct a flow chart of the practice path of the class teachers' education and discipline, which intuitively and vividly presents the process of the formulation of the discipline rules and the implementation of discipline in the class management, and helps the head teachers to implement it effectively. Taking educational discipline as the purpose, promote the growth of students and jointly achieve the good development of education.

Keywords: China's class teachers, educational discipline, Rawls, principle of justice

1. Introduction

1.1 Introduce the Problem

With the gradual advancement of encouraging education, the educational reform and the media's one-sided exaggeration of the negative effects of educational discipline have caused many teachers to show resistance when they mention "discipline". In this regard, the Ministry of Education of the People's Republic of China (MOE of PRC) has also made a series of attempts by formulating policies. The "Primary and Secondary School Rules (Trial)" (Rules), promulgated in December 2020 and officially implemented in March 2021, clearly stated that teachers can criticize and educate students and implement discipline when necessary when they have specific circumstances (People's Republic of China (MOE of PRC), 2020). Appropriate discipline helps students, teachers, and the education system develop in many ways. However, this attempt has not received good feedback in reality. The reason is that the public has a superficial understanding that educational discipline can only cause "pain" to students while ignoring its educational value and beneficial parts. The embarrassment of "do not dare to care", "do not want to care", and "do not care". Especially for China's class teachers, as the primary role of class management and the high-frequency implementer of discipline in an objective sense, moderate, appropriate and reasonable educational discipline can effectively regulate students' behavior and habits and promote students' development, which is also an educational activity and an integral part of classroom management.

Therefore, in order to enable China's class teachers to reasonably and effectively realize the breakthrough of discipline in the dilemma of class management, I believe that we should first discover the current situation of the educational discipline of China's class teachers, and then explore the justification of discipline based on the

principles of justice in Rawls's *A Theory of Justice*. In this way, it can be used as a necessary premise to respond to this educational problem.

2. The Current Situation of China's Class Teachers Educational Discipline

China's teacher education and the pre-service and post-service education of class teachers education have attracted more and more attention from the education circle and the whole society. In the establishment of learning communities such as the increasingly rich "Class Teachers Skills Competition" and "Class Teachers Studio", the renewal of educational concepts and the expansion of teaching practice have also improved the professional quality of China's class teachers. However, education is a long-term career. Its problems are gradually emerging in innovation and exploration. At present, there are still many problems in the educational discipline of China's class teachers in the new basic education stage, mainly in the following three aspects:

2.1 Cognitive Misunderstanding of Property

It is common for China's class teachers to have misunderstandings about educational discipline which are mainly reflected as the deviation of conceptual understanding and the lack of necessity of education.

In the understanding of the concept of discipline, a considerable number of China's class teachers believe that educational discipline is essentially the same as discipline in the traditional sense, corporal discipline, and disguised corporal discipline, and they are all disciplines for students. As a result, such class teachers often stick to their own cognitive limitations when educating and punishing students, and take outdated and progressive discipline measures, causing irreversible damage to students' physical and mental health. In addition, although my country's current laws and regulations on educational discipline are not perfect, they have also been explained. Many class teachers are not familiar with these regulations, which leads to the failure to implement reasonable and effective educational discipline due to the absence of laws and regulations, resulting in adverse consequences.

In terms of the necessity of discipline and the cognition of its effect and results, due to the influence of the surrounding environment and public opinion, some of China's class teachers believe that educational discipline itself is unnecessary. So they blindly adopt extreme encouragement and flexible education, which can promote the harmonious development of the relationship between teachers and students, but in the long run, it is the lack of students' frustration education, responsibility educational rigid code of conduct education, and it is also irresponsible for students' development. On the contrary, there are also some of China's class teachers who over-exaggerate and generalize the role and results of educational discipline, believing that discipline can be applied to all educational activities, and that misuse regardless of the actual situation is also one of the problems of current class teachers' misunderstanding of the nature of discipline one.

2.2 Inappropriate Way of Process

When China's class teachers implement educational discipline, there are inappropriate disciplinary methods which are mainly manifested in subjective assumptions about educational events and unfair treatment of the subject of education. The main reason for this problem is that the class teachers do not really pay attention to the results of students being disciplined. That makes it appear purposeful.

In the process of education, some class teachers punish students without objectively understanding the complete incident and the cause of the error in advance, which is a subjective assumption that does not conform to the spirit of education. Such a class teacher who is accustomed to subjective judgment often imposes discipline directly without giving students the opportunity to explain. As an educator who takes moral education as the primary task, it would be a dereliction of duty in itself if he only regards discipline itself rather than the better development of students as the educational purpose.

Similarly, the unfairness in class management is mainly reflected in the disciplinary measures adopted by China's class teachers in different ways, degrees, and strengths when facing student groups divided by different standards. For example, high-achieving students who make the same mistakes will be punished less than underachievers, boys will be punished more than girls, and students who teachers like are more likely to be forgiven than students who do not. In fact, if class teachers adopt disparate disciplinary methods based on emotional preferences rather than rules, it will cause students to be confused and dissatisfied, which will lead to adverse effects on physical and mental health.

2.3 Lack of Justice

The implementation of educational discipline is not a random occurrence but should be guaranteed by legal norms and institutional basis, so as to give legitimacy. At present, China's class teachers have concerns when implementing educational discipline. They are well aware that once they are slightly biased in their behavioral measures, they will attract pressure from all aspects of students, parents, school management departments, and society, and this pressure will in turn lead to Acting on the educational discipline itself has become a vicious

circle. It can be seen that the educational discipline in class management is indeed caught in a fair ethical dilemma. That is, China's class teachers have encountered a greater ethical dilemma and difficulty in order to realize the legitimacy of educational discipline. The main reasons for this situation are the imperfect basis of reality and the great changes in the relationship between teachers and students.

On the one hand, due to the public's prejudice against educational discipline, general social anxiety and anxiety, serious egocentrism caused by chaotic values, the one-child policy, and unclear standards for educational discipline, teachers have encountered many obstacles in carrying out educational discipline (Kaisheng Lao, Chun Cai, Yu Kou, Hanzu Tian, Jinju Yao, Hailong Cai & Shuang Luo, 2019). On the other hand, as students are becoming more and more difficult to manage and teach, both good students and bad students show varying degrees of resistance to education (Guisheng Chen, 2011). And the contradiction between teachers and students has intensified, further leading to a serious crisis in the teacher's dignity and professional authority.

In the above two extreme cases, the former one is the "heartbroken" of the "bearer" of over-educational discipline, and the latter one is the "trembling" of the "inflictor" of appropriate educational discipline, which once again prompts us to re-examine the existence of educational discipline. Discuss its legitimacy further to enhance class teachers' awareness of the legitimacy of disciplinary action.

3. The Implementation Strategy of China's Class Teachers Educational Discipline

3.1 Clarify the Connotation of Educational Discipline

Since ancient times, "discipline" has always existed as a means of education. From an analytic philosophical perspective, Peters argues: "discipline is a very specific concept that is usually only appropriate when a rule is broken. It involves consciously inflicting pain on the rule-breaker, or making it unpleasant (R.S. Peters & Jingren Zhu, 2019)." This is reflected in the deterrence and prevention of people's future wrongful behavior or foul behavior, which has educational meaning and educational value.

Educational discipline, as a subordinate concept of discipline, has three concerns in academic circles: First, the object of discipline is not the individual student, but the fault and anomie itself. Second, discipline will definitely bring negative effects on students' physical and mental levels. Third, discipline always has an educational attribute, which enables students to improve spontaneously from the inside out, which is different from administrative or judicial discipline. Based on this, Kaisheng Lao defines it as: "By imposing negative sanctions on non-standard behaviors, so as to avoid their recurrence, and to promote the occurrence and consolidation of standardized behaviors (Kaisheng Lao, 2003)." In this study, According to the "Rules", I define educational discipline as: "Schools and teachers, based on educational purposes, manage, discipline or correct students who violate disciplines, so as to urge students to take warning, recognize and correct wrong educational behaviors (People's Republic of China (MOE of PRC), 2020)."

Seen from this that the class teacher's exercise of educational discipline should always aim at promoting the development of students, should not punish for the sake of discipline, and draw a clear line from corporal discipline, then violent discipline to ensure its legitimacy.

3.2 Clarify the Boundaries of Educational Discipline

At present, the ambiguity of boundaries and limits is a pain point that tends to eliminate the legitimacy of educational discipline. Whether it is possible to ensure that teachers are properly punished, punished reasonably, and punished effectively, to exercise the legal right to punish while protecting the physical and mental health of students, and thus maximize the educational power, it is necessary to clarify the measurement requirements and value orientation of this boundary.

From the perspective of measurement requirements, China's class teachers should ensure that the object of educational discipline is the wrongful behavior of the student. First, the degree of discipline depends on the specific situation of the object of discipline and the wrongful behavior (Linlin Wang, 2018). In this regard, educators should continuously cultivate their ability to judge the nature and degree of students' wrongful behavior and be able to accurately and effectively distinguish the causal relationship before and after the occurrence of students' behavior results. Second, the means of discipline should be acceptable to students, and its measure should be controlled within the acceptable range of students' physical and mental, and social status. In addition, teachers and students should also jointly construct reasonable disciplinary rules recognized by both parties, such as formulating class rules, etc., to ensure that the exercise of power can be kept within the boundaries, and the content should give full play to its "educational", reflecting the key value connotation of educational discipline.

From the perspective of value orientation, China's class teachers should always pay attention to students' moral education outside the means when implementing educational discipline, so as to maximize the internalization of students' quality and virtue. Also, the value orientation of educational discipline should be humanistic care for

individual students, which is not only the foothold of the implementation of discipline activities but also the basic element for educational discipline to reflect positive values.

3.3 *Reconstructing the Legitimacy of Educational Discipline*

Justification depends on whether something exists or whether there is a good reason for doing it (Jingren Zhu, 2020). In school education, the reason why discipline is caught in the dilemma of concept and public opinion is that it is originally a kind of “evil deed” in morality. unequal action. However, in the field of education, discipline is based on educational activities aimed at promoting human development, and has the orientation of virtue and goodness. Justice, kindness and positive value provide guarantees for the construction of the legitimacy of educational discipline, and vice versa, legitimacy also promotes the implementation of educational discipline. Therefore, the problem of how to break through the predicament of educational discipline is. In the final analysis, it is how to prove its legitimacy and how to reconstruct its legitimacy. Similarly, if educational discipline wants to be justified, it must have sufficient reasons to justify its own fairness and justice.

Based on this, this paper introduces Rawls’s (J.B. Rawls, 1921-2002) theory of justice, which is derived from *A Theory of Justice* about the basic structure of society and traditionally formed by inheriting the Western contract theory and natural law. In this theory, Rawls analyzes the rational distribution structure of power and duty in the basic social structure from the perspective of morality. And then affect the interests of individuals.

Rawls’s two principles of justice are at the heart of *A Theory of Justice*, the first of which states: “Everyone should be responsive to a similar system of liberty that is compatible with the broadest system of fundamental liberties possessed by others. There is an equal right (J.B. Rawls & Huaihong He, 1988).” A second principle premised on this principle focuses on the interests of disadvantaged minorities in society, asserting: “Social and economic inequalities should be reasonably expected to suit every the interest of men, and is open to all, depending on position and office. (J.B. Rawls & Huaihong He, 1988)” Ultimately, these least beneficiaries have fair and equal access to opportunities like everyone else.

Based on Rawls’s theory of justice and principles of justice, this paper discusses the reconstruction of the legitimacy of educational discipline and starts from the following two aspects: One is to explore the spiritual nature of the educational discipline, which is not only the basis for its existence and function, It is also a constraint on the alienation and distortion that may occur in practice. The second is to standardize the legitimate performance of educational discipline by educators and avoid abuse or excessive discipline.

3.3.1 Shape the Spirit to Consolidate Belief Constraints

Although the educational discipline with clear connotations and clear boundary does not belong to the basic good defined by Rawls, it should be equally distributed in school education as an educational behavior that is consequentially conducive to students’ development and goodness.

Enhancing the awareness of equality in educational discipline is essentially based on the principle of justice held by the educators themselves. If the educators are still unable to find a fair and effective optimal solution for discipline in real complex situations after realizing the principle of equality, then the justice system should be used. Looking at problems from a perspective can help them to be flexible under the constraints of educational beliefs. For example, when dealing with intentional beatings and involuntary and unintentional beatings, a distinction should be made. This distinction is not only reflected in factual rationality, but also in humanistic care based on the principle of justice.

Therefore, shaping the moral will of justice from the perspective of education not only ensures the fairness and justice of educational discipline but also reinforces the ideal cornerstone of the class teacher’s educational belief.

3.3.2 Regulate Behavior to Ensure Proper Perform

Rawls believes that: “Justice as fairness exists in contract theory and only accepts some specific moral principles. Conflict requirements, it applies to the relationship between several individuals or several groups (J.B. Rawls & Huaihong He, 1988).” As the subject of the implementation of educational discipline, China’s class teachers should follow the principle of justice, and regard themselves and the students who have anomie as members of social cooperation with conflicts of interest, so as to punish discipline. Reach a consensus on the content and jointly fulfill the obligations of the contract.

However, in a real teaching situation, it is very difficult to apply this idealized idea freely. Therefore, educators should first of all continuously improve their professional quality, perform their duties, and formulate an operable “contract” between individuals and groups, that is, a set of norms, and impose disciplines when necessary. This set of norms should be reasonable and transparent. It should be revised and formulated according to the unified discussion of the school and the unanimous consent of all the members of the class to ensure that it will not be abused or used sparingly, and try to raise the reasonable discipline to the level of “class rules” so that everyone has a sense of it. Common standards can truly guarantee the norms of behavior and the proper

performance of educational discipline. Secondly, class teachers should also improve their disciplinary ability, just as Makarenko put forward: “Excellent teachers can do a lot of things by using the discipline system, but clumsy, unreasonable and mechanical use of discipline will cause all our work to be lost (Yang Teng, 2019).”

It can be seen that regulating discipline behavior not only ensures its legitimacy but also is an important reflection of teachers’ professional quality and professional ability.

4. The Practical Path of the Educational Discipline of China’s Class Teachers

Based on Rawls’s principle of justice, China’s class teachers should first fully realize the legitimacy of the existence of educational discipline itself, which is an educational behavior with educational implications rather than a pain maker. Secondly, China’s class teachers should reach a consensus with the students on the content and norms of the discipline before the discipline. Both parties should respect the discipline procedure, which is ultimately agreed by all the members, just as they perform their contractual obligations. Finally, in the implementation process, China’s class teachers and the school should always ensure the openness and transparency of the disciplinary process, organize supervision committees and hearings in a timely manner and report to relevant organizations, and effectively ensure the legitimate rights and interests of class teachers and anomie students, which is conducive to the effective implementation of educational discipline.

In this regard, I construct a flow chart of the practice path of China’s class teachers educational discipline based on the above elements, as shown below:

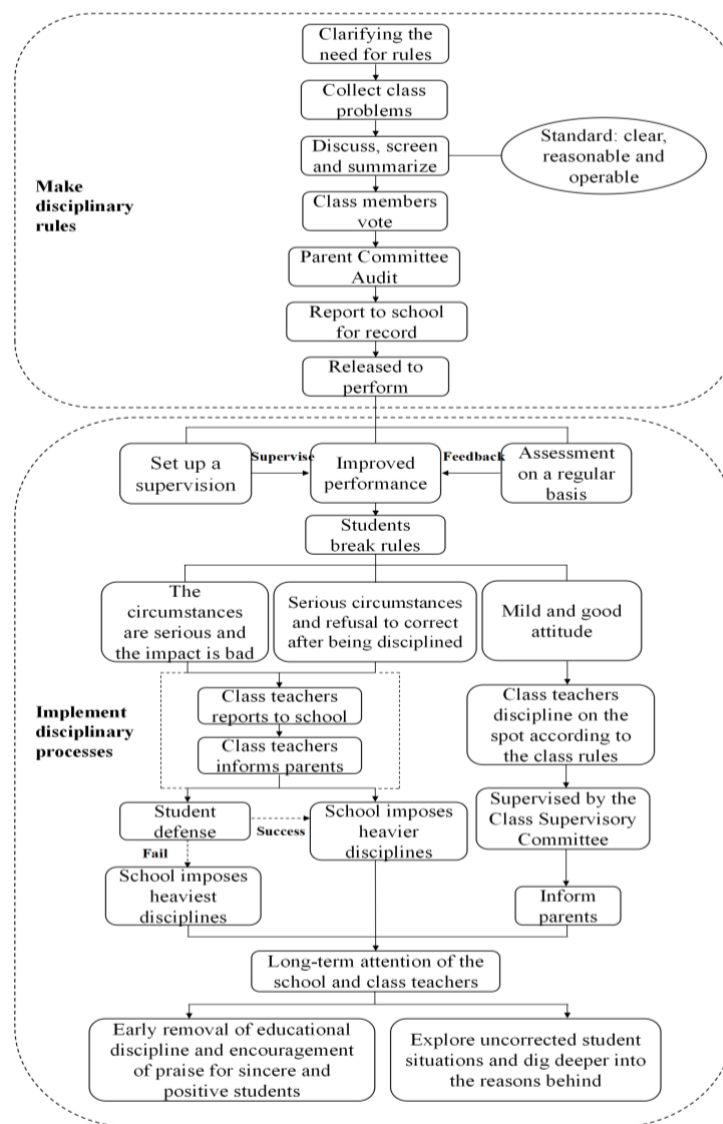


Figure 1. China’s class teachers educational discipline practice path flow chart

It can be seen from the figure that when the disciplinary rules are formulated, the class teacher should make the students make it clear that the formulation of class rules is the only way for the class to achieve excellence, and it is necessary to clarify the class rules. In order to fully respect the opinions of students, it is necessary to collect class questions, discuss and filter the content with greater influence, and finally summarize a clear, reasonable, and feasible starting point for the rules. After class members vote and review by the parent committee, it will be reported to the school for the record, and finally announced for implementation.

Entering the stage of discipline implementation, in order to strengthen the implementation of the rules, the class teacher should give class members the status of participating in supervision, set up a supervision committee to supervise the implementation, and regularly evaluate and improve the rules to feedback the implementation process. When a student violates the rules and disciplines, the class teacher shall judge the behavior of the student according to the specific situation of the student. When a student violates the discipline slightly and has a good attitude, the class teacher can impose discipline on the spot according to the class rules and inform the parents under the supervision of the supervision committee. When the student's anomie is serious and refuses to correct after being punished, or the situation is serious and the impact is bad, the class teacher should promptly report to the school and inform the parents. For the former, the school should impose heavier discipline. For the latter, due to the seriousness of the situation and the student's future, the student's statement and defense should be heard in advance, and the student's parents should be given a hearing opportunity. Once the defense is successful, the student's educational disciplinary measures may be taken. Turn to the former, but if it fails, the school will impose severe discipline, such as demerits, etc. After the discipline is implemented, the class teacher should work with the school to "help and transform" the students, with the purpose of consolidating the effect of the discipline and trying to eliminate its side effects. For students who have a sincere attitude and actively make corrections, their educational discipline can be lifted in advance and praise can be encouraged. For students who have not corrected themselves, the class teacher and school educators need to further explore the reasons behind them and help students as moral education workers. healthy development.

To sum up, educational discipline is a small incision in the field of education, but it is related to the grand strategy of talent cultivation (Yan Na, 2021). As a complex educational behavior, it is not only a representative of compulsory educational means but also an important guarantee for constantly constructing its own legitimacy in order to reasonably regulate the discipline and code of conduct of the educated. Although discipline is a microscopic educational issue, it is also an indispensable topic in the field of education. Looking at educational discipline from the theoretical perspective of Rawls's theory of justice and principles of justice will help us to dig deeper into the origin of this problem. How implement educational discipline is the embodiment of wisdom in class management. For this reason, China's class teachers should take students' bad behavior as an educational opportunity, seek educational inspiration from discipline, take love and respect as the premise, and promote students' development as the goal. Correct view and perform effectively the disciplinary measures that are beneficial to students, and jointly promote the development of education.

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