Reflections on the return to life of kindergarten rule education under the paradoxical analysis method

【Abstract】 Rules are the product of human consciousness, a civilised society needs rules to regulate people's behaviour, young children as a member of society, mastering and abiding by certain rules is the inevitable requirement for their future life in society. Some existing studies show that the current rule education has more problems of reflecting the management needs of adults and neglecting the internalisation of rules by young children. Behind it is the ambiguity of the relationship between "freedom" and "rules", the choice between "adult-centred" and "child-centred", and other contradictions. The contradiction between "adult-centred" and "child-centred" is worthy of in-depth consideration. Based on this, this paper uses the method of contradiction analysis to try to explain the problems in the living of rule education in kindergartens, and accordingly explores the practical paths to better improve rule education.

【Keywords】 Children's life;Rule education;Contradiction analysis method

Rules are the product of human consciousness, a civilised society needs rules to regulate people's behaviour, Mencius has said: "No one is perfect without rules", young children are in the transition period from "free man" to "social man" gradually. Young children are in the period of transition from "free man" to "social man", and mastering and learning to obey rules is the inevitable requirement for children to live in the society in the future, and timely rule education is of great significance for the formation of good moral and behavioural habits and social development of young children. Most researchers believe that early childhood rule education is an educational process that enables young children to develop a sense of rules and abide by them on the basis of their understanding and internalisation of the rules. At present, under the guidance of the "child-centred" view of children, it has become the consensus of most educators that education should return to children's lives, as the Learning and Development Guidelines for Children Aged 3-6 require: "Combine with the reality of social life, help young children to understand the basic rules of behaviour or other rules of play, appreciate the importance of rules, learn to be self-conscious, and learn the importance of rules. , appreciate the importance of rules and learn to consciously abide by them." [[[1]](#endnote-1)]Child-centred rule education is also a generally accepted educational position in the current industry, but in the actual teaching field, adults as the dominant players in the society, rule education tends to reflect more only the adult position, such as research shows that the current rule education in the adult's appeal to the rules of the rules of the young children's subjectivity almost exceeds the rules of the education of the young children, rule education tends to reflect the adult's need for management, and ignored the need of the young children for the internalisation of rules, so that the young children's internalisation of the rules of the young children. The internalisation of rules is neglected, so that young children rely on teachers to supervise and urge them to comply with the rules, and rule education becomes formal and superficial [[[2]](#endnote-2) ]. The Marxist theory of contradiction points out that contradiction runs through all processes and is the fundamental reason for the change and development of things. Rule education is indeed the "key" and "bridge" to build the future of young children to become adults and integrate into the society, which is of great significance, but the "freedom" and the "freedom" are different from each other. However, the contradiction between "freedom" and "rules", and the contradiction between "adult-centred" and "child-centred" are always present in kindergarten rule education. However, the contradictions between "freedom" and "rules", "adult-centred" and "child-centred", etc. are always present in kindergarten rules education and need to be solved. Based on this, this paper tries to explain a series of problems in kindergarten rules education by using the method of contradiction analysis, and accordingly explores the practical path to improve rules education.

1.Explanation of the method of conflict analysis

According to the Marxist philosophical perspective, contradiction refers to the interdependence and mutual exclusion between opposing aspects within a thing. And the law of contradiction analysis refers to: applying the principles and laws of Marxism on the doctrine of contradiction and so on to specifically analyse the situation of internal contradictory movement of things and the relationship between external things, in order to achieve the purpose of understanding the objective things, and is also commonly referred to as the method of specific analysis of specific problems [[[3]](#endnote-3) ]. We analyse the problem from the relationship between the opposition and unity of the two sides of the contradiction, not only to grasp their unity, penetration and transformation in the many [contradictory relationships](https://baike.baidu.com/item/%E7%9F%9B%E7%9B%BE%E5%85%B3%E7%B3%BB/0?fromModule=lemma_inlink) of the opposition, but also to grasp the differences, exclusion and even opposition between the two in the complex group of contradictions, and comprehensively study the complex relationship between the two sides of the contradiction.

Specifically, the method of contradiction analysis includes the use of a two-sided view of the problem, [concrete analysis of specific problems](https://baike.baidu.com/item/%E5%85%B7%E4%BD%93%E9%97%AE%E9%A2%98%E5%85%B7%E4%BD%93%E5%88%86%E6%9E%90/0?fromModule=lemma_inlink) , adhere to the unity of the two-pointed theory and focus theory and other specific methods. We use [contradiction analysis method](https://baike.baidu.com/item/%E7%9F%9B%E7%9B%BE%E5%88%86%E6%9E%90%E6%96%B9%E6%B3%95/7395391?fromModule=lemma_inlink) for analysis, one should adhere to the "two-pointed" and "focus theory" combination, that is, in the study of complex things in the process of contradictory development, both the study of the main contradictions, but also the study of secondary contradictions, both the study of contradictions in the main aspects, but also the study of secondary aspects, the second is not biased, the second is not biased. In other words, in the process of studying the development of complex contradictions, it is necessary to study both major and minor contradictions, and both major and minor aspects of contradictions, which should not be neglected. The former can prevent one-sided analysis of problems from leading to the loss of both sides of the issue, while the latter inspires us to seize the key to grasp the main contradiction and the main aspect of the contradiction. Secondly, we must adhere to the "combination of the universality of contradictions and the particularity of contradictions", not only to analyse the specifics of things, but also pay attention not to make the specific things out of the universal connection, from multiple perspectives and levels to understand and grasp the social problems; thirdly, we must adhere to the "theory of development", analyse the dynamics of contradictions, and then analyse them in the context of the development of the society. Thirdly, it is necessary to adhere to the "development theory", to analyse the dynamics of contradictions, and to prevent ideological rigidity.

2. Contradictions faced by kindergarten rule-based education in returning to life

In real life, rule education for young children is almost everywhere, for example, we can often hear teachers teaching rules to children in group teaching activities: "Can we speak loudly in public", "What should we do when others speak", and in kindergarten every activity is inseparable from rule education. In kindergarten, every activity is inseparable from rule education. Teachers will have all kinds of orders to make children stop behaviours that are not in line with the rules and discipline, for example, "Little mouth, close up", "Little eyes, look at the teacher". However, when communicating with teachers, we can always hear such voices: "Why do the children continue to be unruly no matter what methods I use", "I always emphasise that they abide by the rules, so am I not over-controlling them?" Teachers have a lot of ambivalence about rule-based education, and the following article will try to analyse the current situation of kindergarten rule-based education. This paper will try to analyse the contradictions faced by kindergarten rule education at present.

2.1 Contradictions between freedom and the Statute

When we talk about words like "rules" and "discipline" in our lives, we tend to associate them with "coercion" and "constraint". "When we talk about children, we tend to associate these tender souls with "freedom" and "happiness". Therefore, when we talk about the words "rules" and "discipline" in relation to children, it seems to carry the negative connotation of obliterating children's right to a free life and extinguishing their rosy nature, as if it is difficult for children's free life to coexist with rules and discipline, which is also a contradiction that needs to be clearly recognised firstly in the process of implementing rules-based education.

If we explain the relationship between the two from the concept of rules, Human Destiny: Changes and Rules says: "The rules created by mankind began with the interpretation of the laws of nature and were based on mankind's understanding of the laws." [[[4]](#endnote-4) ]From ancient times to the present, philosophers have been thinking about the proposition of "how people can live together harmoniously", and rules are the basic conventions for coordinating the various types of relationships between individuals, nature, and society, in order to safeguard the common good, and a person's uninhibited "freedom of self" may often make others feel that they are not in the right place. One person's uninhibited "freedom" may often make others not free. If the relationship between statutes and freedom is understood in terms of the origin of rules, rules originate from the living world, and the ultimate purpose of obeying rules is for everyone to be able to live freely in society. As Gao Ao (2016) has pointed out, teachers should be clear about the relationship between "freedom" and "rules". The so-called freedom is not to let oneself go, nor to do things according to one's own mood, it is a small freedom built under the constraints of the big rules: the so-called rules are not strict system regulations or threatening intimidations, but rather, they are norms of behaviour with respect for human nature and personality as the starting point [[[5]](#endnote-5) ]. Therefore, compliance with the rules is the premise of achieving free development, the pursuit of freedom is the result of consolidating the rule system, freedom and statute both complement each other and interact with each other.

After clarifying the dialectical and unifying relationship between freedom and statute, and placing it in the context of educational practice for further discussion, it is then necessary to analyse the significance and value of rule-based education for children. As Montessori said, "If we think that freedom means letting children do whatever they want to do, right or wrong, then children's character will be even more off track and their development will be even more seriously diverted from the normal track. [[[6]](#endnote-6) ]Combined with Freud's psychoanalytic theory, without rule education as a guide, children are always dominated by the desires of their "ego", and it will be difficult for them to grow up freely and happily; however, if the rule education is unreasonable or completely detached from the children's reality, it will be difficult for them to be truly convinced, let alone But if rules education is not reasonable or completely detached from children's reality, it will be difficult to be truly convinced, not to mention "externalised in action". This in fact can explain some phenomena, why young children can often say "this is not right", "can not do this", but there is no change in action. When rule-based education is always cut off from children's lives and becomes an external scale of values, rules become "shackles" of freedom and a means of control. Therefore, the effectiveness of education can only be improved if teachers link rules to children's lives on the basis of a dialectical view of the relationship between rules and freedom.

2.2 Adult-centred versus child-centred

Throughout the ages, the contradiction between children and adults has always been throughout the course of educational development, some scholars have pointed out that there is a material level of natural attributes, at this time, nature has a weak, to be developed; the second is the spiritual level of attributes, that is, the nature is the same as the "initial", which implies the appropriate development will be gradually revealed in the best to the best, and so there are two contradictory views of adults on children. This has given rise to two contradictory views of adults towards children: the "adult-centred" view, in which the child is weak and incompetent, and the adult is the dominant authority; and the "child-centred" view, in which the child is considered to have great potential, and the adult is placed in a secondary position ([[...]). The other is "child-centredness", which sees children as having great potential and adults as being placed in a supportive position [[[7]](#endnote-7)]. Some studies have pointed out that the phenomenon of "dual-centre imbalance" often occurs in kindergartens, for example, the teacher is over-centred in group teaching activities, and children do not have the opportunity to speak freely; and in independent play and life activities, there is also the phenomenon of over-centredness of children, and the teacher is indulgent in children's behaviours [[[8]](#endnote-8)]. The dilemma of who is adult-centred and who is child-centred in rule-based education remains a difficult one for many teachers to grasp. Some teachers insist on "child-centredness" verbally, but in practice they do not see real children in their teaching. Taking the theme activity of "rule learning" as an example, teachers often like to choose one of the many disciplinary rules, such as "learning to be quiet", and then carry out a special rule learning activity, in which they often list the bad behaviours in the children's lives, or find a story, or a combination of the two, to make sure that the children's lives are not affected by the rules. The process often starts with a list of bad behaviours in the children's lives, or a story, or a combination of both, to try to persuade the children to understand 'why we need to be quiet', followed by a hypothetical situation in which the disadvantages of not following the rules are discussed together. The format seems to respect children's subjectivity, and most of the examples cited are common behaviours, but the teacher has pre-determined the 'right answer' and ignores or glosses over the other answers. If we think about it, we can see that this kind of rules education activity does not build a good connection between the rules and the children, and the right to interpret the rules is still in the hands of the teacher. There are many other similar examples of teachers who mistakenly believe that "child-centred" means letting children talk and behave more during the activity, but in essence it is still purely adult-centred. There are also many teachers who are overly child-centred, taking all interventions by the teacher as a sign of "high control", and are afraid to control or say anything about the children's behaviour. ...... In the final analysis, this is a deviation or misinterpretation of child-centredness and adult-centredness, and child-centredness does not mean the disappearance of the teacher. Child-centred does not mean the disappearance of the teacher, they are not either one or the other, there is an antagonistic relationship between me and you, teacher-centred and child-centred should be two aspects of the same educational process, but a symbiotic state of each other included, the teacher in the design of the teaching, organisation and implementation of the teaching has always been the centre, but the ultimate goal of teaching has always been the development of the child, so the content of the curriculum, the means of teaching and the methods of education should be based on the characteristics and needs of the physical and mental development of young children, and the development of children. Therefore, curriculum content, teaching methods and educational approaches should be based on the physical and mental developmental characteristics and needs of young children.

3.Practical Strategies for Rule Education in Kindergarten

As a matter of fact, many scholars have been concerned about the problems of low effectiveness of moral education in schools, serious formalisation, and serious detachment of moral education from life since the 20th century, and some researchers have found that there are problems of current teachers placing too much emphasis on the mandatory nature of the rules and indoctrination, without focusing on young children's active exploration of the rules and compliance with them [[[9]](#endnote-9)]. Feng Yonggang (2015) summarised the shortcomings of rule education in China: firstly, the utilitarianisation of rules, i.e. deliberately inducing students to listen and obey in depriving them of the connotation of humanity; secondly, rule education can neither reflect the justice or morality of the rules themselves nor the validity of rule education; and thirdly, the rules have become an externally oriented scale of value altogether[[[10]](#endnote-10)]. Through research, Roy Tan (2020) found that the current kindergarten rules education content is unreasonable, ignoring the subjective status of young children, the rules education method is single, lack of "love" expression, and the effect is not ideal and other problems.[[[11]](#endnote-11)]From the actual situation of rule education, although teachers often try to use various ways to carry out rule education, but it seems that the effect can not be seen in the performance of young children, so the rule education back to children's lives how to practice, combined with the return of kindergarten rule education to the life of the contradiction, the following practice strategies.

3.1 Clarifying the relationship between statutes and freedoms and establishing links between education and life

In the past, some scholars have pointed out that the problem with moral education in China lies in the fact that theory and moral education are weak in the face of life, due to the fact that the tradition of moral education in ancient China laid the foundations for a Chinese tradition of moral education that combines knowledge with action and is based on empathetic realisation. The strong social indoctrination system rooted the popularisation of morality among the people as a subtle and unconscious cultural identity. [[[12]](#endnote-12)] This traditional mode of indoctrination is so deeply rooted that it has formed a cultural habit of relying on "self-awareness" for moral education. Under its influence, young children's internalisation of rules is often an epiphany of introspection in the midst of repeated stopping and stressing by adults. In rules education, teachers are used to acting as the informer of rules, the stopper of infractions, and the shaper of good rules and behaviour, trying to make children enforce them so that they can develop a good sense of rules in the long run, and in the process, children repeatedly make trial and error and challenge the bottom line. Teachers often present children with only a constraint on their freedom. After a child asks, "Why can't I talk? When can I talk?" Even the teachers themselves find it difficult to resist. Therefore, teachers themselves should make clear the unity of opposites between rules and freedom, and take the initiative to observe children's behaviour in their daily life, and take the initiative to help guide them to link life's events with the rules, so as to better improve the efficiency and effectiveness of teaching and avoid indoctrination education.

3.2 Clarifying the status of the double subject of education and seizing educational opportunities in children's lives

The two views of "adult-centredness" and "child-centredness" are often at each other's throats, which often makes teachers' attitudes towards children at a loss as to what to do. Teachers should adhere to a combination of the two-pointedness theory and the focus theory, and make it clear that the incomplete nature of young children's development determines that a completely child-centred approach is too idealistic to be a reality, but child development is always the ultimate goal of education. The incomplete nature of early childhood development determines that a completely child-centred approach is too idealistic to be a reality, but child development is always the ultimate goal of education; while a completely teacher-centred approach tends to ignore the actual needs of young children, which is not conducive to targeted teaching and learning, but the rigour and efficiency of teacher-led learning should not be overlooked. First of all, we should make clear the difference between the way adults learn and the way young children learn. Adults are mostly able to combine conceptualised and abstract pre-existing regulations with their own pre-existing experience in rule learning, but young children are more adept at acquiring direct experience in concrete operations due to the constraints of their physiological development. Japanese early childhood education expert Mariko Benji once said: "A child can only be educated through the contact of his or her whole body with external things. The mind, body and spirit are made to function through the contact of the hands and body. [[[13]](#endnote-13)] "Based on the above, teachers should respect the law and characteristics of young children's learning in rule education, use the method of rule education which is easy to be accepted by young children as much as possible, and carry out the penetration of rules in a targeted way, which requires teachers' high insight ability and classroom management ability. Secondly, the rules that young children learn first-hand seem to be everywhere in their daily lives. For example, queuing up on their own at mealtime, every interaction between teachers and children, and every violation of the rules by children ...... These moments in children's lives are all "rules" that children are really aware of and feel, so teachers should grasp the opportunities for rule education in children's lives and make use of them in children's lives. Therefore, teachers should grasp the opportunity of rule education in children's lives, and extend and expand the rules in time on the basis of children's life performance, rather than linking the rules with a story of children on purpose. Ushinsky once put forward the concept of "educational wit", that is to say, the ability to perceive the subtle changes in young children, and to react quickly to the new situation and take timely, flexible and effective educational measures. Teachers should continuously improve their ability to observe and reflect, and explore educational opportunities in children's behaviours in their daily lives, so as to give full play to their educational resourcefulness.

3.3 Improving the evaluation of the effectiveness of dogmatic rule-based education

In terms of educational evaluation, educational evaluation is an important force in promoting educational reform and development, and has a certain role in tracking the dynamics of contradictions. However, some scholars have pointed out that the current external evaluation attaches too much importance to objectivity, and transforms educational activities into visible and verifiable objective phenomena, thus trying to exclude subjective factors and reflecting the assessment results with quantitative data such as frequency and percentage [[[14]](#endnote-14)], but this also tends to make the object of assessment become external educational behaviours, and a string of data, and people in education become abstract concepts and contingent patterns, and the concrete situation and real appearance behind them are instead ignored. The concrete situation and real appearance behind it are neglected. In terms of the evaluation of rules education, at present, the effectiveness of rules education is often judged by whether the children are able to comply with a certain set of rules. However, the moral development of young children has its own internal rules, and in terms of Kohlberg's theory of moral development, most of the moral development of young children in the kindergarten stage is still at the level of the pre-customary level, and the moral standards of young children have not been perfected, and there is still a certain degree of repetitiveness. Repeatability, based only on whether the children violate the rules or not, is actually a purely result-oriented evaluation, which treats the internalisation process of the rules as nothing. Therefore, the evaluation system of rules education should be improved, the connotation of rules education should be accurately understood and grasped, and the effect of rules education should be evaluated in depth in the light of children's internalisation of rules. Teachers' self-evaluation is particularly important in this regard. The deep and complex influence and emotional transmission of the education process require long-term and continuous recording and observation, which is difficult to be achieved only by external or other people's evaluation, but teachers themselves are in the process of continuous education, which gives them a unique advantage. Therefore, teachers should continue to improve the theoretical knowledge of rule-based education, enhance their observation ability, discernment and reflection ability, and have the courage to discuss with children in practice, reflect and improve in a timely manner, grasp the problems and contradictions found, and improve the quality of education in the process of continuous solution.

Conclusion

Kindergarten rule education is of great significance to the growth of young children, but the implementation process is often faced with many contradictions. From the perspective of Marxist philosophy, the relationship between freedom and statute is a unity of opposites and complementary. Rules are the prerequisite for realizing the development of freedom, and freedom is the result of consolidating the rule system. However, in the practice of education, there are often rules and children's education and children's life, the phenomenon of binding children's free growth; adult-centered and child-centered contradiction is also prominent, teachers in the teaching of the phenomenon of “dual-centered imbalance” often occurs. The phenomenon of the partiality or misinterpretation of the relationship between the two seriously affects the effect of rule education. Therefore, in order to improve the status quo of kindergarten rule education, we should start from various aspects: First, teachers should clarify the relationship between rules and freedom, closely link education and life, abandon indoctrination education, actively observe the behavior of young children, and guide them to link life and rules; second, we should make clear the status of the double subject of education, respect the rules and characteristics of young children's learning, grasp the educational opportunities of life, and use educational opportunities to carry out the penetration of rule education. The second is to clarify the status of the double subjects of education, respect the learning rules and characteristics of young children, grasp the educational opportunities in life, and use educational wit to carry out rule education. Thirdly, we should improve the evaluation of the effectiveness of dogmatic rule education, perfect the evaluation system, pay attention to the self-evaluation of teachers, and carry out in-depth evaluation in combination with the internalization of rules by young children, so as to continuously improve the quality of education.

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