

Sociological Analysis of the View of School Educational Function

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Abstract: The view of educational function is people's understanding or perception of the problem of educational function. With the development of education practice, people's view of education function shows a certain difference. The educational function view formed in the development of human education includes a positive educational function view, a positive and negative two-way educational function view and a negative educational function view. Each view of educational function has its own rationality, but it also has a certain degree of one-sidedness. We should establish a correct view of educational function and treat the issue of educational function dialectically.

1. Introduction

Since there is a human society and education, the function of education has existed objectively. However, research on the function of education began after school education emerged. People have a process of gradual development and improvement in the understanding of educational functions. Against the background that the level of productivity in ancient society was generally low, people regarded education as a tool to maintain and adapt to society. Under such circumstances, people have not conducted in-depth and systematic research on the functions of education, especially school education. A more systematic study of the function of education began in modern times, especially after World War II. With the establishment of the capitalist system and the rapid development of productivity, the demand for education from society and individuals is getting higher and higher. The forms are becoming more and more diversified. Now people are concerned about whether the existing education can meet the needs of society and individuals, and whether it can promote the development of individuals in many aspects. Under such a background, education is in terms of social progress and personal development. What kind of role it plays has attracted the attention of educational scholars, and different views on educational functions have emerged.

2. Sociological Analysis of the View of School Education Function

Among these viewpoints, there are three different viewpoints: the positive and negative educational functions and the two-way educational function. As an institutionalized, organized, and purposeful education, school education also carries the expectations of society, that is, systematic

education for students. The school education, which carries the expectations of many parties, makes its best efforts for the development of students, but it is also accompanied by phenomena that are inconsistent with expectations and even go against the wishes of many parties. Whether it is a positive or negative functional view, it belongs to an extreme educational view. We should regard them as a kind of social fact objectively, deepen our understanding of educational functions, and construct a new educational functional view.

The view of positive functions of education is a viewpoint that emphasizes the positive effects of education and ignores its negative effects. Durkheim earlier expressed his views on the positive function of education. It can be seen that in Durkheim's view of educational functions, the so-called "education" refers to the education that "should" be implemented from the requirements of the ruling class, rather than the specific and actual education; The "function" does not refer to the actual "function" of specific education, but the "function" of the "should" is measured from the purpose of education [1]. After Parsons, there are many researches on the function of positive education, which can be regarded as the concretization and deduction of Pak's thought in a sense. He summarized these basic functions according to the two dimensions of internal-external and means-purpose. There are four aspects, namely external adaptation function, goal completion function, internal integration function and mode maintenance function, namely Parsons' famous "AGIL" function analysis mode [2].

Education, as a social activity for cultivating people, plays an important role in social progress, economic prosperity and national development. The positive view of educational functions as a view of educational functions is conducive to the development of education in a sense. But if you blindly emphasize that education only has a positive function, it will inevitably exaggerate the function of education. Wang et al. discussed the shortcomings of the positive functional view of education in "Sociological Analysis of the View of Educational Function" from theoretical and two levels. Theoretically speaking, confuse "function" with "purpose" or "expectation", which gives the concept of function the color of value judgment and confuses the boundary between objective results and subjective desires; the second is to make the social function. Two ideal assumptions, one is the assumption of social function integration, and the other is the assumption of pan-function. From a practical perspective, the functional view of positive education lacks sufficient persuasiveness in the face of certain teaching facts. Education in reality does not always produce results that meet people's wishes as people expect [3].

Educational sociologists in my country have long noticed the problem of the negative function of education. For example, Chinese scholar Chen Yulin pointed out in his book on Educational Sociology published in 1933: "Education, a powerful tool for transforming society, should only be used for conservative Inherent culture obstructs the progress of society; if you ignore the needs of the current facts and use this tool to instill unrealized illusions, it will also increase social chaos and destroy immature youth. People who want to transform society must make good use of education. !" [4]. Although Mr. Chen did not use the term negative function, he clearly stated that education has both positive and negative functions. He also emphasized that there are two mechanisms for negative function, namely, education is "only used to conserve inherent culture" and "instillation". Fantasy that cannot be realized".

In the late 1980s and early 1990s, Chinese scholars talked more about the negative function of education. For example, at the National Academic Seminar for Young and Middle-aged Education Theorists held in Chengdu at the end of July 1990, some scholars pointed out that education has a dual nature. The impact of education on social development is positive if it is done well, or it may be negative if it is done well. Therefore, one cannot simply think that as long as running education can promote economic take-off and promote social progress, there is insufficient understanding of the necessity of educational reform. Professor Ye Lan pointed out in 1991 that school education

itself may not be transformed from the level of economic development or need to blindly develop school education, it will not be possible to effectively perform economic functions and even negative functions, such as brain drain, high talents, low use of education investment failure[5] . In our society, the current performance is mainly the “labeling” of schools, the “urbanization” of school education content, the “pointing” of school education evaluation methods, and the “hierarchization” of teacher-student relationship [6].

Education’s effects on society and individuals are not in the same direction, but in different combinations, as shown in Table 2-1:

Table 2 -1 The Combination of the Effects of Education on Society and Individuals

direction type direction		The function of education for social development	
		positive	negative
The function of education on individual development	positive	A	B
	negative	C	D

A: Education has positive functions for social and individual development, such as quality education;

B: Education has a negative function for social development and a positive function for individual development, such as Rousseau's natural education for the dark society of France at that time;

C: Education has a negative function on social and individual development, such as one-sided pursuit of education in the rate of enrollment;

D: Education has a positive function for social development and a negative function for individual development, such as what Ilyich calls education in a modern capitalist society [7].

3. Summary

In summary, both the positive and negative views of education are extremely one-sided. We should establish a dialectical view of educational functions, which not only emphasizes the positive function of education, but also has to give enough attention to possible negative functions. When planning the development of education, we must take into account that education has both positive and negative functions. We should neither blindly emphasize the positive function of education to blindly develop education, nor can we obstruct the development of education because of the negative function of education.

School, as a priority level of research, is more important for the accurate control of the view of educational functions. At present, we are vigorously carrying out education reforms. All kinds of school system reforms and curriculum reforms are constantly in conflict with the previous education concepts, and real reforms can only be produced in schools. The real implementation of school education and teaching reforms and new education concepts The true implementation of the school must ultimately be reflected in the changes in educational practices in schools[8]. The reform is inseparable from the guidance of specific educational concepts. The power of educational concepts that truly conform to the spirit of the times and the intrinsic nature of education is Powerful, perhaps reality does not entirely depend on people’s subjective wishes, but it also has its own internal logic of development and change[9], and the internal logic formed under this specific educational concept is reflected in our need to measure whether the school should In my opinion, the evaluation criteria for carrying out reforms and how to carry out reforms are the evaluation criteria of the educational function view. Therefore, it is particularly important to establish a dialectical educational function view when planning school reform and development, so as to link the macro system (the entire national education the school can become a real priority level for

research. This process is the continuous reflection and reconstruction of our understanding and dialogue of ideas, thus forming a social The logic of action and practice, and its external manifestation is the educational function view discussed in our article.

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