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China's Teachers Flow System in Compulsory Education From the Perspective of Human Study

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Abstract

The teachers flow system is an important key to the balanced development of compulsory education in China. The subjectivity of teachers as human is ignored in present flow policies which highlight excessively teachers' groupment and clear up class feature and individuality. The teachers flow system should be constructed in the perspective of human study, satisfying teachers' individual needs, accelerating the growth of group professionalization and realizing the improvement of teachers' human subject.

Key words: Teachers flow system; Human study; Class feature; Groupment; Individuality

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INTRODUCTION

Teacher is one of most important resources in education and the drive of school development. The balanced development of compulsory education must rely on the balanced allocation of teacher resources. *The Decision of a Number of Major Issues on Deepening Comprehensively Reform from the Communist Party's Central Committee* had explicitly pointed out the balanced resource allocation of compulsory education will be optimized by putting into

practice the flow system of headmasters and teachers in primary and middle schools.

1. THE STATUS QUO OF CHINA'S TEACHERS FLOW SYSTEM IN COMPULSORY EDUCATION

At present, there are some policies and regulations to promote regional flow of teachers in China, but there are still many problems to be solved. In 1990s the teacher flow gradually has become a prominent point of education in China and the focus of education policies. From 1996 to 2014, Ministry of Education has made a series of policies to encourage the flow of teachers from urban areas to rural areas. Meanwhile, education bureaux from 22 provinces have issued some local regulations of the teachers flow in primary and middle schools and carried out a series of research and practices, including regular flow, voluntary teaching services, partner assistance, educational alliance, teaching in other schools, sending teachers to work temporarily in the countryside, the radiation of high-quality teacher resources and so on.

However, there are no institutionalized and standardized regulations nationwide to provide a legal guarantee for teachers' rights and obligations, procedures, the incentive mechanism and long-term mechanism for the teachers flow. In addition, policies issued from different provinces mainly focus on the flow from the top down which is one-way from urban areas to rural areas, developed areas to less-developed areas and high-quality schools to inferior schools. The flow from the top down is not in conformity with the law of conservation which is that water flows downwards while man struggles upwards. Therefore, there are great resistance and low efficiency during the execution of flow policies. Furthermore, there is too much emphasis on administrative power and dependence on the institutional level in flow policies in

which the subjectivity of teachers as human is ignored yet. Teachers are only considered as the object of resource allocation, while their individuality and independence as the subject disappear in the flow. In fact, the process of the teachers flow lacks inner motive power and becomes a mere formality.

2. THE ANALYSIS ON PROBLEMS OF THE TEACHERS FLOW SYSTEM FROM THE PERSPECTIVE OF HUMAN STUDY

Problems in the teachers flow system is human problems from the ontology. When studying human problems, we must insist on human principle and human scale: problems of the teachers flow system should be discussed from the perspective of human study.

Human study is Philosophy of Man which is an independent and comprehensive science. In its field, general existence and development laws of a complete individual are explored from mutual connection and unity of various human sciences (Huang, 2011). Hegel presents human essence is rational self-determination; Feuerbach thinks human essence is perceptual intuition; Heidegger emphasizes irrational personal experiences generate human essence (Yuan & Chen, 2007). In the above theories, human is only analyzed and understood from a single aspect. However, Marx puts forward that human uses their tools to transform the material world in order to meet their demand in a certain social relationship, which produces a wide range of human nature, human and human society (Huang, 2011). Marx has analyzed the reality of human existence from the human subject and ideal nature in his human study theory; moreover, he has an objective analysis on human from the reality of human social existence. Marx's human study theory reflects the unity between value thinking and scientific thinking and will provide a value and scientific perspective for the study of the teachers flow in compulsory education.

2.1 Three Human Attributes

Marx puts forward three basic forms of human in reality: class form, group form and individual form, shown respectively as three attributes: class feature, groupment and individuality. Class form is a general form of human as a species; a common feature of human as class form is class feature which is a main sign of man distinguished from animals, displaying free, self-conscious and self-que activities of man. Group form is a special form of group in different types of society, which is formed on the basis of need to survive, to maintain individual and group interests and to form a common cultural identity between group members. Human groupment in group form manifests that members subordinate to the community: man is the sum of all social relations (Marx & Engels, 1972). Individual form is a special form of

an individual person. Individuality is man's attribute as an individual form which is opposite to groupment. It is independent consciousness of an individual which makes himself become a specific one different from others (Xiao, 2012). Human Individuality is the basis of groupment because the group is composed of different individuals. Human groupment also provides an important guarantee for the realization of individuality because the group protects individual interests. Human class feature is the extension of some individuality and groupment and ensures their realization and development. Therefore, human is the unity of three forms: class form, group form and individual form. A whole person must possess three attributes: class feature, groupment and individuality.

The full development of three human attributes can promote all-round development of human being. If class feature is developed, it can highlight human dignity and worth, enrich human spiritual world, strengthen cooperation, and constantly improve human abilities. If groupment is developed, it can help members form value consensus, gather strength, and develop collaboratively. If individuality is developed, it can fully reflect the individual's independence so as to display the individual's rationality, emotion and will etc.. However, if people only pay attention to the development of an attribute and ignore the development of other attributes, it will break the balance between three attributes and form conflict between them, which will lead to human problems. If people overemphasize class feature, it will produce empty abstract view of human nature and antisocial tendencies. If people overemphasize the development of groupment, it will limit human personality and independence and produce illusory collectivism and racism. If people overemphasize individuality, it will encourage individualism and selfishness and bring about material desire expansion, emotional apathy, spiritual emptiness and other problems. In short, people need to develop three properties harmoniously and maintain a relative balance between them.

2.2 Three Attributes of Teachers

Teachers as human beings have also three attributes. Teachers' class feature mainly shows dignity and value as human, pursuing freedom and equality, understanding and transforming the objective world and going beyond themselves, realizing self-worth and so on. As a special group in the education system, teachers' groupment is reflected in their sense of identity with the state, the nation, the education system and school culture. They have a common value basis and career pursuit with which they are willing to contribute to the development of public utilities, help each other among colleagues and jointly promote the development of teachers' groups. Meanwhile, the teacher is also a unique and personalized independent body. Their individuality is manifested in self-awareness, self-development and self-management in

teaching activities, their independent academic thinking, their own unique teaching style and teaching specialties. Teachers' work is a growing process of wisdom and experience. In teaching and research activities, teachers not only make independent study, research, exploration and reflection, but also need collaboration in the work environment through equal dialogue and communication to achieve the common development of the pursuit for profession and teaching. Therefore, the development of teachers' individuality is a basis and driving force of the groupment development, while the development of groupment provides vision and external conditions for the development of individuality. In the development of individuality and groupment, teachers enhance wisdom and experience, make self-development and self-transcendence and promote the development of class feature.

2.3 Lack of Class Feature and Individuality in the Teachers Flow System

The actual state is each person actually possesses three properties, while the ideal state is three attributes can reflect the society's requirement on people. There are some contradictions and conflicts between the actual state and the ideal state of three properties which cause human problems. A person's development process is the transformation process of three attributes from the actual state to the ideal state. In this process, three attributes will continue to get enriched and improved so as to meet the society's needs.

The contemporary society requires teachers to develop harmoniously class feature, groupment and individuality in order to achieve teachers' self-development, educational development and the country's development. At present, the teachers flow system in compulsory education has put more emphasis on teachers' groupment and ignored class feature and individuality. Some policies are actually the continuation of planning and centralization thinking. Institutional hierarchy deprived some teachers of equal and free opportunities. In a passive state, teachers are fettered by various policies and regulations and have become a tool of administrative means. Whether they are regarded as school people or social people, teachers are emphasized as a part of groups who should establish group values, form group consciousness, obey orders of organization. Teachers' dignity and worth as human are often ignored and subject needs are not met. Some of them have lost the right to choose, their personal independence and individuality have been limited, and they lack space for self-development. Meantime, their living world is separated from the work world, which causes that they can not adapt to the new work environment and can not experience a sense of accomplishment and satisfaction from the new work.

Highlighting teachers' groupment and clearing up their class feature and individuality do not meet requirements

of the contemporary society. In the process, teachers often passively respond to various flow policies. They lack soul and spirit to encourage themselves in the job. Therefore, in making teacher' flow policies, the administration needs to consider carefully how to guide teachers' three properties from an actual state to an ideal state, encouraging them to develop harmoniously three properties, conform to the requirements of the contemporary society and reflect the value of life.

3. THE ESTABLISHMENT OF THE TEACHERS FLOW SYSTEM IN COMPULSORY EDUCATION FROM THE PERSPECTIVE OF HUMAN STUDY

The essence of education is to inherit and propagate knowledge accumulated in the production and social practices by human beings and to promote the development of human beings and the society (Wang, 2006). The logical starting point for any educational system is all for human development. The teachers flow system is considered as an important means for the balanced development of compulsory education, in which there is no exception. Human study provides the philosophical foundation and unique perspective to the study of the teachers flow system. Ontologically, three properties must be emphasized on developing harmoniously; in epistemology, teachers must become the subject, center and focus; in practice theory, teachers must be subjective and generative. Then the intrinsic value of teachers can be paid close attention so as to stimulate their inner needs and self-development awareness. They will regard the flow as a turning point, striving to promote the optimization of educational resources and making their own contributions to the balanced development of compulsory education.

3.1 Meeting Individual Needs of Teachers and Putting Teachers' Interests First

In the flow, teachers are the unity of rational people, social people and professional people, so human is the basis and key in the flow system. In order to promote a rational, orderly and scientific flow and achieve a balanced development of compulsory education, a teacher should not only be looked upon as a special life existence, but also a general life existence. The generality of teachers as human and the specificity of teachers as professional roles should be unified together.

People need to rely on labor to meet their life demand which compels people to participate in productive labor, stimulates the motivation and will of human action and becomes the driving force of social development by transformation power from the ideal to the reality (Marx & Engels, 1965). Teachers' needs from individuality offer them internal motivation as the active and subjective

existence. Therefore, the subject need of teachers is the starting point of the flow.

From the micro dimension, the first need of teachers is to solve survival and livelihood problems. Due to the urban-rural dichotomy pattern formed by Chinese history, teachers after the flow will face changes from the life, work and family environment and other aspects. Especially teachers from the urban to the rural will not take the initiative to actively participate in the flow if their survival and livelihood needs are not ensured by an institutional aspect. Therefore, the state needs to increase education investment in rural and poor areas, improve teachers' wages and give a special allowance to meet survival needs of teachers. In the timeline and areas of the flow, teachers will be allowed to submit their intention list firstly. The competent department will make specific flow plans which need to involve in teachers' living world to solve their life difficulty and the problem of children's education etc. on the basis of full respect for teachers' will.

From the middle dimension, teachers' subject needs reflect on their self-improvement and self-development. Teachers need to identify with their occupations, have independent abilities with self-awareness and self-control and clearly know the direction of professional development so as to regard them as objects recognized and developed and participate in free and self-conscious practice activities. Therefore, education authorities and schools should improve school conditions in rural and poor areas as much as possible and strive to create a platform where teachers can display their talent. Meanwhile, they should give a high priority to teachers involved actively in the flow in the promotion and bonuses, provide more training opportunities for teachers, allow teachers to make professional judgments independently and perform specialized tasks in teaching activities and promote the personalized and diversified development of teachers.

From a macro dimension, the teacher will regard himself as a member of the whole society and be committed to promoting the development of society with their professional knowledge and ability in order to achieve self-worth. In this aspect, teachers' individual needs and social needs should be unified together. Make sure that both personal rights and obligations should be emphasized by the teachers flow system. Help teachers form gradually the idea of promoting the balanced development of compulsory education through the flow system, identity with the system psychologically, realize self-worth and make their own contribution to the development of society in the flow.

3.2 Constructing Teachers Professional Community and Promoting the Growth of Group Professionalization

In the flow, not only teacher' individual needs should be paid attention to, but also groupment needs to be took into

account, because in the whole process the teacher is both a personal presence and a social presence. Power from an excellent group will be far greater than the ability sum of each member. Interaction of communities can lead to a sharing and communication without which the individual will be cut off from communities of participation and communication. Only these communities can promote real development of the individual (Jiang, 2006).

Due to different regions, there is different culture, hardware and especially students in each school. After the flow, if teachers continue to use their own original teaching methods or apply mechanically others' teaching method with individual abilities, which will lead to their teaching in trouble, so they will lose the sense of accomplishment and satisfaction from work. Therefore, in making relevant policies attach great importance to how to help teachers adapt and integrate into a new environment beyond individual status.

Teacher professional community is based upon teacher professionalism. It regards the school as the base, educational practice as the carrier as well as co-learning and discussing as the form. It is an organization to realize group growth by mutual communication and exchange in the situation of community (Niu, 2007). The organization may be inter-school or regional consortium. If the local education bureau can unclog the flow pipeline and make teachers' files managed uniformly, which enable a teacher from a school person to develop a system person, teacher professional community will be set up in the whole regional system. In the community with a common culture basis, multiple subjects come to mutual understanding and recognition through equal dialogue and exchanges, aiming at learning and development of students and teachers, sharing resources and achievements, discussing and developing local school-based curricula, as well as promoting regional professional development of teachers. In the process of building regional teacher professional community, the teacher will transform from the isolated individual subject into the mutual subject, complete the individual's self-reconstruction and enhance wisdom and experience.

3.3 Realizing Transcendence of Teacher Human Subject From Being-in-Itself to Being-for-Itself

The life meaning of a person doesn't rest with his first life, but rest with creation activities of his second life; he will not merely be satisfied with a life which an animal lives, but always lead his first life to his second life and realize the value of his first life by the creation of his second Life (Gao, 2001). Human beings are distinct from other animals by their creative activities from the second life: human beings have been transforming the natural environment as well as themselves by labor practices.

People in their consciousness haven't always been satisfied with everything to exist and trying some way to achieve new possibilities which they strive to improve

(Sartre, 1987). Marx and Engels believed human beings as class always pursue the transformation from being-in-itself to being-for-itself all along so as to promote social progress and civilization development (Hu, 1988). Teachers' class feature is also reflected in the transformation from being-in-itself to being-for-itself: the teacher becomes the subject with professional autonomy, consciously and dynamically participates in labor practices in education, continues to find and solve problems, fosters the new spirit life and completes self-improvement and self-transcendence. Therefore, in the flow, teachers' class feature needs to be developed. They should be encouraged to regard themselves as the cognitive object and bring about the development of human subject by self-improvement and self-transcendence.

Firstly, awaken the consciousness of teachers in the flow. The germination of teachers' self-awareness and self-consciousness opens up the possibility of their self-control, self-education and self-improvement (Wei & Chen, 2010). It is difficult to wake the consciousness of teachers with rigid top-down education policies. It needs to make use of promotional tools in pre-vocational and vocational teacher education courses to touch them emotionally and enlighten them with reason. Let them understand the purpose and significance of the flow and recognize the flow will provide more opportunities and challenges for their own development. Secondly, ensure teachers' rights of decision and participation from the institutional level. Teachers are entitled to select flow areas and schools, plan the development direction of their work, decide teaching contents and schemes and examine opportunities for learning and development; teachers may participate in designing the long-run goal of the school district or school, decide the training objective of the school and be responsible for their own actions and results. Through the construction of a democratic and harmonious atmosphere on campus, teachers enjoy their autonomy of free consciousness and behaviors, which will make them actively, participate in the flow and promote their own development. Finally, perfect the evaluation of incentive mechanism. Teachers' work efficiency will be assessed by the dynamic standard. Promote their reflection on the teaching practice, make them actively observe, examine and amend their work behaviors, and complete their own connotative development by performance feedback.

CONCLUSION

In short, teachers as human are both the subject and object of the flow in compulsory education. They are not dominated blindly by external conditions, but exist with their own individuality, groupment and class feature. In making flow policies, relative departments should fully consider the development of teachers' three attributes to meet the social demand for them so as to make them actively participate in the flow and achieve their self-development and self-transcendence in the educational practice.

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