

Research on the Basic Theory of Contemporary Pedagogy: From Background to Recent Advances

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Abstract: Research on the basic theory of contemporary pedagogy from background to recent advances is conducted in this paper. The cultural nature of pedagogy means the existence of cultural hegemony in pedagogy, and cultural colonization directly affects the way of speaking and academic trajectory of comparative education scholars. Pedagogical knowledge, as one of the human knowledge categories, has been accompanied by the development of human society, the improvement of cognitive ability and the three major transformations of human knowledge type. The three major transformations of human knowledge have presented different knowledge beliefs, structures and contents, and thus different knowledge forms and paradigms in various historical periods. and paradigms. Hence, this paper gives the novel suggestions regarding the related studies.

Keywords: Recent Advances; Basic Theory; Contemporary Pedagogy; Theoretical Study

1. INTRODUCTION AND BACKGROUND

Not only has pedagogy never got rid of metaphysics from the very beginning, but now its pursuit of the metaphysics has evolved into a kind of self-consciousness [1-5].

The educational propositions put forward by pedagogy, the normative system of the educational actions and the proposed curriculum teaching system can be called the ideal country of the education. For example, in the case of school education, the content of knowledge and culture taught in school at a particular time is the knowledge content prescribed by the knowledge type at that time, which occupies the mainstream position, and the knowledge content that does not conform to this knowledge type will not be accepted into the knowledge system of school education.

Education itself is an important mechanism for reproducing knowledge power on its own, an important means for the members of general society to enter every level of knowledge discourse, and a necessary condition for individuals to have social membership and various social capital, and the function of the knowledge type for human identity also lies in this.

Therefore, only by taking culture as a foothold can we have a deep understanding and understanding of educational practice. Culturalness is the inherent nature of pedagogy. Culture is the time and space of pedagogical activities [6-12].

Any educational activity is an educational activity in a certain historical and also cultural time and space. Every element in education is full of cultural symbols and is the projection of people's values and interests.

The main body of educational research is not only a A rational and also cold subject, but a complete person with unique personality qualities and unique life experience. The cultural nature of pedagogy inherently encompasses another of pedagogy's characteristic of pedagogy, namely, the ethnicity of pedagogy, because any nation has its own unique historical and cultural traditions, and the pedagogical activities of any nation are conducted in its core specific cultural field and are deeply influenced by its historical culture.

The pedagogical activities of any nation are carried out in its specific cultural field and are then deeply influenced by its

historical and cultural traditions. The pedagogical activities of any nation are carried out in its specific cultural field and are deeply influenced by its historical and cultural traditions. In the figure 1, we present the contemporary pedagogy and in the next sections, the detailed studies will be conducted.

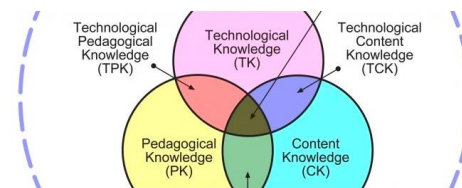


Figure. 1 The Contemporary Pedagogy
(<https://gregmiller68.com/2012/02/11/pedagogy-for-a-technology-world/>)

2. THE PROPOSED METHODOLOGY

2.1 The Information of Contemporary Pedagogy

If pedagogy wants to become a discipline, the first condition is to find the right research object. What is the research object of pedagogy is not a simple question. In order to answer the question of the object of study in pedagogy, we need to first establish a general holistic framework for understanding educational practice.

When we focus too much on confused by focusing too much on the local, we need to retreat to the whole. The development of the current education focuses on the listed.

(1) From the perspective of the evolution of the modern and also contemporary pedagogy, the innovative significance of the autonomous pedagogy is that it challenges the traditional concept of teaching and learning, which is still popular today.

(2) Although the heterogeneity of pedagogy has won a certain "status" and "identity" for pedagogy, underbureaucratization of heterogeneity, discipline of pedagogy continues to present a pattern of bureaucratic differentiation.

(3) The emergence and development of pedagogy is closely linked with the gradual broadening of basic theories. And the broadening of the basic theory. It is also synchronized with the development of society, the progress of the science and

technology, and the awakening and updating of the educators' self-awareness.

The "Pedagogy Course" of the former Soviet Union emphasizes the exposition of teaching and educational problems from the perspective of individual factors, widely applies the research results of psychology and pedagogy, and introduces the general problems, teaching theories, and educational theories of macroscopic aspects of pedagogy. and methodological principles, as well as micro aspects of specific school management issues.

This Japanese pedagogy foundation is very rich in content. It is equivalent to a "pedagogical handbook" for people to learn by themselves. It includes the basic issues of pedagogy, the history of education, and the relationship between education and people, society and culture. In the teaching chapter Small enough to include the teaching of language and mathematics, and the teaching of nature and society, it aims to "organize and summarize the latest results of scientific research in the education.

2.2 The Basic Theory of Contemporary Pedagogy: From Background to Recent Advances

Since human nature is not a priori, it is a valuable feature of human beings created and selected through practice, the inheritance of human nature by individuals cannot be a way of "mechanical reproduction", nor can it be a way of "let it be natural". It can be a core way of the re-creation under certain constraints. Humanity is not the result of the germination of some mysterious seed, but the result of self-selection under the pressure of external shaping forces, the result of others treating individuals in human ways and causing individual choices. This will then guide our general study of the model.

We consider the listed focuses.

(1) The old knowledge paradigm is replaced by the new knowledge paradigm and a new paradigm, and new beliefs, structures, systems, and methods about knowledge begin to occupy an authoritative position.

(2) From the perspective of the form and content of thinking, educational theoretical thinking has some certain forms and contents: in terms of content, it is dialectical thinking; in terms of the form, it is theoretical thinking. This means that educational theoretical thinking is based on the dialectical nature of pedagogical concepts. It deeply reflects the inner nature of the educational world and educational practice through contradictory movements of pedagogical concepts, judgments, reasoning, and evolution of theoretical systems.

(3) The positivist research paradigm believes that educational facts should be the object of study, and the researcher engages in educational research with objectivity and neutrality, rejecting any value involvement and trying to find methods and findings that transcend all the historical cultures. The historical research paradigm tries to replace factual research with value research, and to find the methods and results that transcend all historical cultures.

3. CONCLUSION

Research on the basic theory of contemporary pedagogy from background to recent advances is conducted in this paper. Education itself is an important mechanism for reproducing knowledge power on its own, an important means for the members of general society to enter every level of knowledge

discourse, and a necessary condition for individuals to have social membership. Hence, this paper then gives the novel suggestions for improving the overall quality of the related requirements. In the future study, we will consider to integrate the efficient analysis models.

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